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ABSTRACT

This publication is designed to assist administrators, curriculum planners, and teachers in developing optimal physical education programs under Texas State Board of Education rules; it is not a curriculum guide, but rather reflects rules and legal mandates and presents suggestions for their implementation. An introduction discusses the concept of physical education, characteristics of a quality program, and laws affecting physical education. A major section, "Administrative Considerations," reviews: the areas of responsibility commonly assigned to administrators; administrative support, funding, and budgeting; state time requirements; the role of the essential elements of instruction; scheduling for a quality program; providing instruction for students with medical conditions; considerations for class size; keeping competition in perspective; teacher training and assignment; the role of paraprofessionals; evaluation for program improvement; safety concerns; program facilities; equipment and supplies; school and community relations; and physical fitness. A second major section, "The Instructional Program," is geared to teachers and incorporates components of the program, scope and sequence, role of district curriculum guides, developing daily lesson plans, teaching strategies and methodologies, remediation and reteaching, linkages with the essential elements of other subject areas, and evaluation of student performance. The final section is entitled "Special Student Populations and Physical Education." Eleven appendices contain examples of resources that will be of assistance to both administrators and teachers. (LL)

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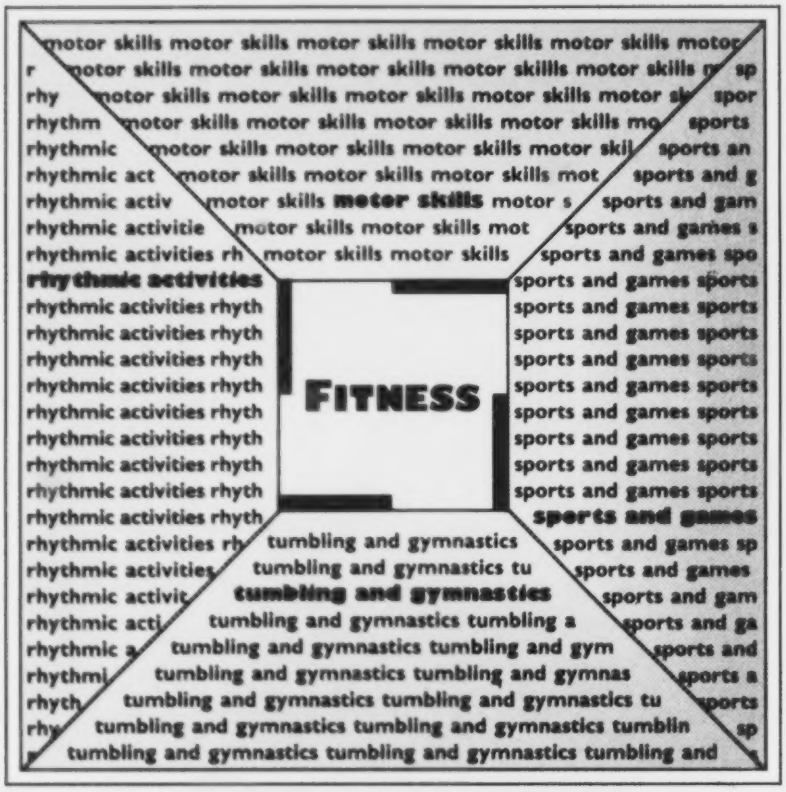
PHYSICAL EDUCATION FRAMEWORK

GRADES 1-6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GRADES 1-6

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FOREWORD

The *Physical Education Framework, Grades 1-6*, is designed to assist administrators, curriculum planners, and teachers in developing optimal physical education programs under State Board of Education rules. The framework provides information that school officials may use in designing specific programs to meet state requirements, the needs of their students, and the expectations of their communities.

The publication is not a curriculum guide in the sense of providing specific instructional items, strategies, and materials. Rather, it reflects State Board rules and legal mandates and presents suggestions for their implementation. The framework is a source from which administrators and teachers may develop their own locally appropriate curriculum guides.

W.N. Kirby
Commissioner of Education

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Appreciation is expressed to the numerous professionals in the field of physical education who made contributions to and reviewed materials for this framework.

PREFACE

A systematic program of physical education from grade to grade helps provide the skills, knowledge, and motivation that students need for a lifetime of fitness. The *Physical Education Framework* is designed to help school districts develop and conduct such a program efficiently and effectively for Grades 1-6.

Two major sections of the publication are Administrative Considerations and The Instructional Program. Although administrators may want to become familiar with the complete document, they will find specific assistance under Administrative Considerations. The section reviews the areas of responsibility commonly assigned to administrators. (Most of the provisions of the section are beyond the responsibility of teachers.) Unless these responsibilities are met by school officials and administrators, teachers will be greatly handicapped in conducting effective programs.

One responsibility of administrators is to devise an administrative plan that will ensure that the required essential elements of instruction for physical education are developed into an instructional program and effectively presented to all students in the district. The nature of such a plan will vary depending on the size and organization of the district. Larger districts may assign the major responsibility for direction of the program to a district-level supervisor. In medium-sized schools, principals may have the responsibility for directing the program. In small districts and on individual campuses in larger districts, the major responsibility for directing the program may fall to teachers.

Whatever the size of their school districts, teachers need to be thoroughly familiar with all sections of this framework. For example, their own understanding of physical education can be enhanced by studying the descriptions of the critical components of an effective program. This information can also help them enlighten administrators and others who may not be aware of state requirements and program needs. Such sharing of information can help administrators to understand legal mandates and State Board of Education rules and to recognize program deficiencies. In addition, The Instructional Program section of the framework will especially guide teachers in the organization of their instructional programs.

The Appendices contain examples of resources that will be of assistance to both administrators and teachers in the development and conduct of the physical education program. The Appendices include a number of samples; districts may adapt other comparable items for use in the local program.

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INTRODUCTION

HISTORICAL OVERVIEW

The implementation of a uniform state curriculum, which began in 1984-85, marked a major turning point for the public schools of Texas. The curriculum, comprised of identified essential elements and subelements of instruction for the required subject areas, was mandated by House Bill 246 of the 67th Texas Legislature in 1981. The purpose of the legislation was to provide for the sound organization of educational programs across the state and to improve the achievement of Texas students by upgrading the curriculum.

Concern Over the Former Curriculum

The passage of HB 246 reflected widespread concern about education in the state, particularly about curriculum. Curriculum inadequacies had been reflected in poor student achievement on such test measurements as the Scholastic Aptitude Test (SAT) and statewide assessments of basic skills. The curriculum had become overcrowded with a variety of topics, leaving confusion and uncertainty about what was of critical importance for teachers to teach and for students to learn. Subjects and courses varied considerably from district to district, campus to campus, and classroom to classroom. Educators and others feared that wide variations in the curriculum, given the highly mobile Texas population, limited student access to a basic and consistent education.

The concerns had caused the 66th Legislature to direct the State Board of Education to undertake a curriculum study in 1979. The State Board recommended to the 67th Legislature that all schools be required to offer a well-balanced curriculum and that the most essential parts of each subject be designated. A Governor's Advisory Committee on Education supported the Board's recommendation. The passage of HB 246 was the legislative result of these actions.

Today, provisions of HB 246 begin with Section 21.101 of the Texas Education Code. The State Board rules for implementing the law are contained in Title 19, Chapter 75 of the Texas Administrative Code (TAC).

The responsibility for ensuring that all students participate in a balanced curriculum designed to meet individual student needs rests with the school districts of the state. School districts are encouraged to exceed minimum requirements of State Board rule. For example, districts are urged to expand and add to the essential elements, but they may not delete any. The essential elements are defined as the components of curriculum content that Chapter 75 requires school districts to teach in every subject (at all grade levels) and in each course of the state curriculum.

In implementing the mandate of HB 246 to develop essential elements, the State Board involved a broad range of Texas educators, policymakers, and the public in a series of regional groups that met throughout the state in the early 1980's. The curriculum study groups proposed essential elements for each of the subject areas specified in HB 246. In addition, they recommended subelements to give more specificity to the essential elements. The recommendations were reviewed by advisory groups and discussed in a series of public meetings. In 1984, the Board approved the essential elements now given in Chapter 75.

To provide for an ongoing evaluation of the essential elements and other provisions of Chapter 75, the State Board adopted a rule (Section 75.5) calling for five-year reviews beginning in 1990-91. Based upon the results of the five-year assessments, the State Board modifies its rules as appropriate. To prepare for the first full-scale modification of the new rules in 1990, the Agency since 1986 conducted an annual review of the curriculum by educators in the field. The reports of the review committees were positive. For example, committee members consistently reported that the Chapter 75 curriculum has strengthened physical education in Texas schools. It is providing all schools with a clear description of what school districts are required to teach and what students statewide are to learn in physical education.

Contributions to the Future

By strengthening instruction in physical education, Texas is supporting the philosophy that physical education is a part of schooling, not a diversion from it. Recent research suggests that disciplined physical activity may sharpen both mental acuity and appetite for learning. In addition, the state's improved physical education program is making a contribution toward relieving the problem of premature illness and death in America.

Estimates are that each year more than 183,000 Americans between the ages of 30 and 65 incur premature deaths and 570,000 more experience serious injuries. In a 1979 report, the United States Surgeon General identified the following areas which today are still among the nation's key health problems: "high blood pressure, family planning, pregnancy and infant health, immunization, sexually transmitted diseases, toxic agent control, occupational safety and health, accident prevention and injury control, fluoridation and dental health, surveillance and control of infectious diseases, smoking and health, misuse of alcohol and drugs, physical fitness and exercise, control of stress and violent behavior." Successful prevention of deaths related to these problem areas must begin at an early age. *Achieving the 1990 Health Objectives for the Nation: Agenda for the Nation's Schools*, referenced in the bibliography in Appendix II, identifies the areas where schools can make contributions toward reducing these national problems and gives examples of activities that schools can conduct. The report shows that quality physical education programs can be part of the solution in a number of the health problem areas.

The Concept of Physical Education

Physical education is an essential part of the total learning process that takes place each day in Texas schools. While students should view physical education as enjoyable, the program must be designed and conducted in ways that achieve its primary objectives: the development of students' physiological fitness and neuromuscular skills. In addition to achieving its primary objectives, physical education aims to contribute to the development of cognitive and affective growth, concepts, problem-solving processes, perception, positive self-image, interaction, and self-confidence. Quality physical education programs also provide students opportunities to acquire behaviors that are consistent with healthy and productive lifestyles.

Professional physical educators in recent years have recognized that fitness is best achieved when the broader concept of wellness is considered. Wellness encompasses not only fitness but also involves the concepts of diet and nutrition, fat/muscle ratio, sleep, and exercise. As the result of their experience and research, educators increasingly recognize that wellness clearly is closely related to mental and social health. Therefore, the concept of wellness often includes these areas of health.

The current approach to health education is based on the concept that individuals must accept the responsibility for their own health and wellness. The formative years that students spend in the elementary grades are important to their development of self-responsibility as well as to their physical, social, and emotional maturation. The eventual sum of each student's total development may be influenced greatly by experiences in physical education—experiences determined by the interaction of the student with other students, the school environment, teachers, and the activities prescribed in the program.

Teachers should teach students, beginning with first graders, the concepts and value of wellness in association with fitness. A number of organizations have materials that can assist teachers in this task. The American Heart Association; the American Health and Fitness Foundation; the Texas Association of Health, Physical Education, Recreation and Dance; and the President's Council on Physical Fitness and Sports, for example, address fitness as part of the wellness concept. Addresses for these organizations are listed in Appendix H.

Quality elementary education programs provide physical as well as cognitive experiences leading to the development of individual skills and to overall capabilities of students. Quality physical education programs help students gain control of themselves and their environment by providing educationally sound and satisfying learning experiences.

Such programs give students opportunities to learn about and experience physical activities in many forms. Students begin to understand how physical activities influence the way they feel about themselves, what their abilities indicate to others, and how effective physical skills influence their achievement of fitness and of motor development for more complex psychomotor tasks.

Experiences in physical education introduce students to the common aspects of physical abilities they use daily. Students learn sequences of skills that will help them understand how all physical experiences and knowledge relate to daily tasks, to vocational tasks, and to recreational and physical activities in which they wish to become proficient.

Physical education for the elementary school student must, through the development of individual motor skills, focus on building a sound foundation for more complex skills. This foundation should include development of fundamental physical and perceptual awareness skills. Physical education should also provide rhythmic activities, fitness activities, sequential gymnastic and related activities, outdoor education activities that are aerobic in nature, track and field activities, and initiative type activities. To achieve the full benefits from this variety of experiences, learning must be personally meaningful and fulfilling. Therefore, educators must design and conduct programs to ensure that all students experience successes and that competition is deemphasized.

For students to be receptive to being physically active throughout their lives, they should experience physical education opportunities in Grades 1-2 that will help them develop positive attitudes toward physical activity. With a sound foundation, students in Grades 3-6 are then able to progress toward refinement of skills through instruction and participation in a balance of varied activities.

The physical education teacher's job is to help students to develop healthy levels of fitness and a broad range of physical abilities that are the most efficient and effective. The goal is to help students develop physical skills that enable them to feel like, perform as, and be seen as physically proficient.

Characteristics of a Quality Program

Physical education provides opportunities for students to learn from skilled teachers activities that are invigorating and developmental and that lead to positive physical, social, mental, and emotional growth. A quality program that provides opportunity for such activities includes the following characteristics:

- Curricular content is organized so that levels of learning in skills and attitudes can take place in a sequential and developmental progression.
- The instructional program is designed to: encourage vigorous physical activity and attainment of physical fitness, develop and improve motor skills, foster creativity, emphasize safety practices, motivate expression and communication, promote self-understanding and acceptance, stimulate social development and a positive self-image.
- Activities included in the instructional program are congruent with growth and development levels of the students.
- Competition in elementary school physical education classes is directed toward achieving a standard rather than winning over an opponent, is used to stimulate self-improvement, and is success oriented for all students rather than just for a few. Competition for groups is used only after a sound skills program has been taught and mastered by the majority of students in the class.
- Each student has a daily physical education program under the direction of a certified elementary physical education teacher. Students participate in a daily program each year of elementary school.
- The size of the physical education class is consistent with those of other curriculum areas.
- The grading procedures of a physical education class are consistent with grading procedures of all other subjects.
- Standards for the purchase of supplies and equipment are developed jointly by physical education teachers and school administrators and are consistent throughout the district. When departmental budgets are established, every curriculum area is assured an equitable allocation of funds.
- The school district provides sufficient funds for indoor and outdoor facilities for the physical education program. Community facilities are utilized when available.
- To provide opportunity for an effective, high-quality program, the physical education teacher remains at the same school throughout the day and is provided with an uninterrupted 45-minute planning period.
- Student progress is measured continuously using a variety of appropriate techniques.
- Program effectiveness is evaluated at least annually and is related to the progress of students. When evaluation reveals deficiencies in fitness or levels of skills development, changes in the program, curriculum, instruction, facilities, and administration are made as needed.
- The district provides frequent inservice opportunities for all physical education personnel.
- The program provides awareness of career opportunities relative to physical education, sports, and recreation.

Laws Affecting Physical Education

State Laws

State legislation passed in the education revision movement of the 1980s is the primary legal basis of the current state curriculum. Provisions of House Bill 246 of the 67th Texas Legislature enacted in 1981 and House Bill 72 of the 68th Legislature enacted in 1984 are found in the Texas Education Code. Title 19, Chapter 75 of the Texas Administrative Code (TAC) contains the State Board of Education rules for implementing the law. The various sections of TAC's Chapter 75 are referenced where appropriate in this publication.

To be accredited, school districts must implement State Board rules in "a manner which will enable all students to participate actively in a well-balanced curriculum and master, to the best of their abilities, the knowledge, skills, and competencies established through the essential elements" (TAC Section 75.2).

Section 21.101 of the Texas Education Code reads, in part, as follows: *Texas Education Code 21.101, Required Curriculum*

(a) Each school district that offers pre-kindergarten through grade 12 shall offer a well-balanced curriculum that includes:

(1) English language arts;

(2) other languages, to the extent possible;

(3) mathematics;

(4) science;

(5) health;

(6) physical education;

(7) fine arts;

(8) social studies;

(9) economics, with emphasis on the free enterprise system and its benefits;

(10) business education

(11) vocational education; and

(12) Texas and United States history as individual subjects and in reading courses.

(b) The State Board of Education by rule shall designate subjects comprising a well-balanced curriculum to be offered by a school district that does not offer prekindergarten through grade 12.

(c) The State Board of Education by rule shall designate the essential elements of each subject listed in Subsection (a) of this section and shall require each district to provide instruction in those elements at appropriate grade levels. In order to be accredited, a district must provide instruction in those essential elements as specified by the state board.

(d) Local instructional plans may draw upon state curriculum frameworks and program standards as appropriate. The responsibility for enabling all children to participate actively in a balanced curriculum which is designed to meet individual needs rests with the local school district. Districts are encouraged to exceed minimum requirements of the law. A primary purpose of the public school curriculum in Texas shall be to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage.

Section 20.53 of the Texas Education Code reads, in part, as follows: *Texas Education Code 20.53. Authority to Charge Fees*

(a) A school board is authorized to require payment of fees in the following areas:

(4) personal physical education and athletic equipment and apparel, although any pupil may provide his or her own if it meets reasonable requirements and standards relating to health and safety established by the school board;

(f) A school district shall adopt reasonable procedures for waiving a deposit or fee if a pupil and his or her parent or guardian is unable to pay it. This policy shall be posted in a central location in each school facility, in the school policy manual, and in the student handbook.

Federal Laws

Title IX

Title IX of the Education Amendments of 1972 prohibits sex discrimination in education programs that receive federal assistance. Regulations for implementation of Title IX became effective in 1975 and are currently administered by the U.S. Department of Education, Office of Civil Rights.

Four focal areas of the Title IX regulations relating directly to elementary physical education programs are scheduling, contact sports, ability grouping, and student evaluation. These regulations are summarized as follows:

Scheduling

Regulation 86.34: Physical education classes shall not be offered separately on the basis of sex nor shall participation in physical education programs or activities be required or refused on the basis of sex.

Contact Sports

Regulation 86.34c: Students may be separated by sex within physical education classes for participation in wrestling, basketball, football, boxing, rugby, ice hockey, and other sports the purpose or major activity of which involves bodily contact.

At present, a school district has the option of adding other sports that it interprets as contact to the above list provided by the Department of Education. However, when a sport is added to the list, the district should seek a decision from the Department of Education's Office of Civil Rights. School officials should write to the regional office indicating the reasons why a particular sport should be qualified as a contact sport and requesting a ruling.

Grouping by Ability

Regulation 86.34d: Students may be grouped in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

Evaluating Skills

Regulation 86.34d: Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the teacher shall use appropriate standards that do not have such an effect.

Public Law 94-142

The Education for All Handicapped Students Act of 1975 states that physical education should be a direct instructional service to all handicapped students. The law specifies that the components of special education and related services must be provided:

- at public expense and under public supervision
- at preschool, elementary, and secondary school levels
- in conformity with individualized education plans, special education instruction is defined as:

> . . . specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped student, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions (Section 602(4)(16)).

As stipulated within their individualized educational plans, some handicapped students may need specifically designed physical education programs. The school district responsible for the education of the student shall provide the services within the regular instructional program offered by the physical education instructor or in separate physical education classes designed specifically for handicapped students. Also, arrangements may be made to provide the services through other public or private programs.

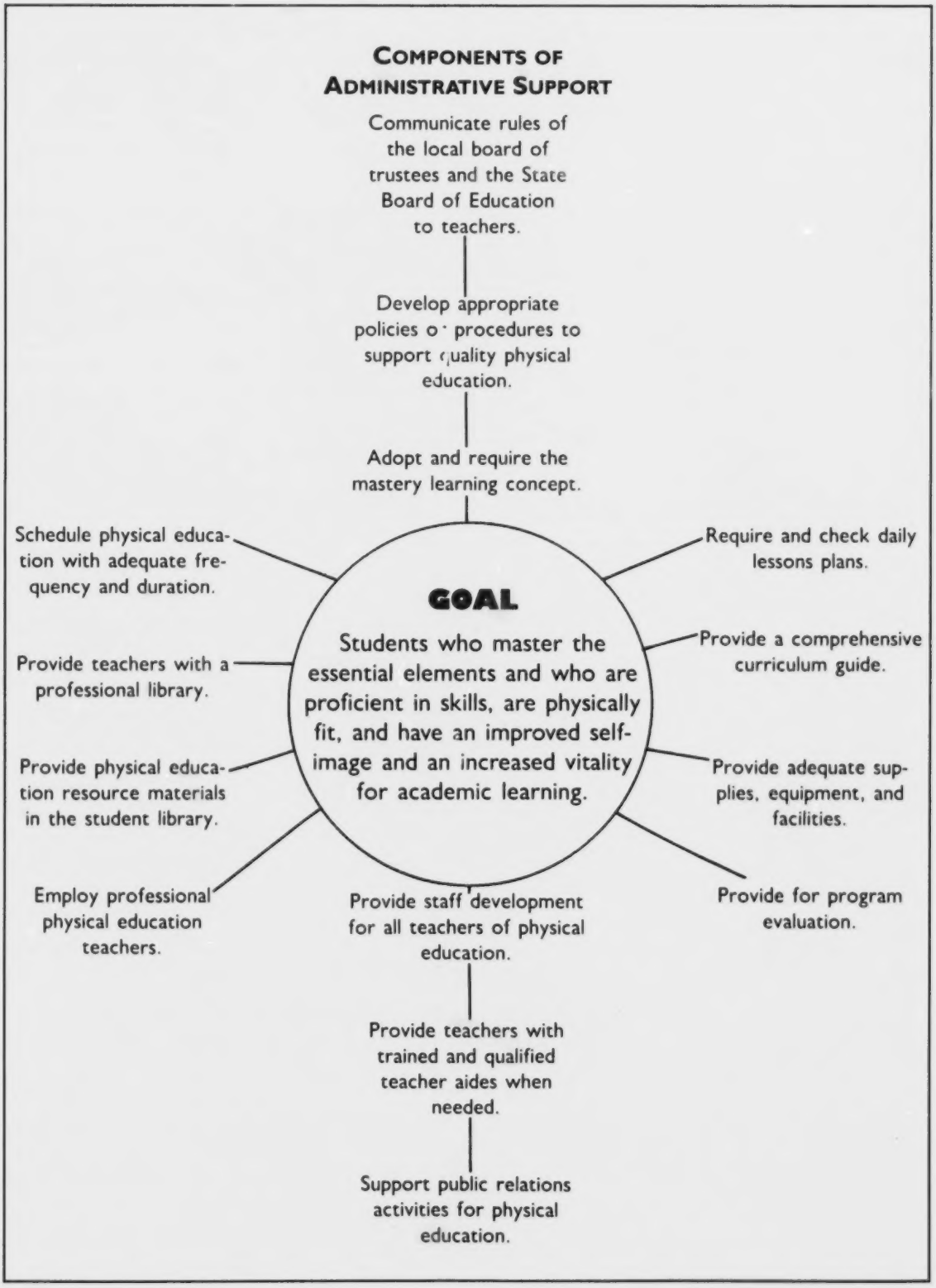
ADMINISTRATIVE CONSIDERATIONS

The implementation of a quality physical education program in a school is the joint responsibility of the administration and the teaching staff. The responsibility of the teacher is to give quality instruction that will result in students' achieving the instructional objectives and mastering to the best of their abilities the essential elements prescribed by the State Board of Education. To enable teachers to carry out their responsibility, district officials must provide for numerous important program components. (See chart on page 10.) These components include administrative support, adequate funding, and appropriate facilities, equipment, and supplies. In addition, district officials must fully understand the importance of and give careful consideration to the time requirements listed in TAC Section 75.141; the role of the essential elements; scheduling; student grouping; students with medical conditions; class sizes; student achievement versus competition; teacher training and assignment; appropriate use of paraprofessionals; program evaluation; safety; and school and community relations relative to physical education.

ADMINISTRATIVE SUPPORT

Administrators must give adequate support to physical education in recognition of the fact that it is an integral part of the total educational program. Examples of how administrators may support the physical education teacher and the program include:

- providing encouragement by giving official and moral support to the program
- visiting classes on a regular basis
- scheduling instructional periods of physical education throughout the day to ensure maximum use of both equipment and space
- encouraging teachers to share workable programs and ideas with other teachers in the district
- encouraging teachers of physical education to become members of and to participate in professional organizations such as the Texas Association for Health, Physical Education, Recreation and Dance (TAHPERD); the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); and local associations
- making arrangements for teachers to attend the conferences of professional organizations
- making budget provisions to build a professional library for physical education teachers
- encouraging program modifications that will provide physically and socially desirable participation for the handicapped child and less-skilled student as well as for the physically gifted


COMPONENTS OF ADMINISTRATIVE SUPPORT
Communicate rules of the local board of trustees and the State Board of Education to teachers.
Develop appropriate policies or procedures to support quality physical education.
Adopt and require the mastery learning concept.
Schedule physical education with adequate frequency and duration.
Require and check daily lessons plans.
GOAL
Students who master the essential elements and who are proficient in skills, are physically fit, and have an improved self-image and an increased vitality for academic learning.
Provide teachers with a professional library.
Provide a comprehensive curriculum guide.
Provide physical education resource materials in the student library.
Provide adequate supplies, equipment, and facilities.
Employ professional physical education teachers.
Provide staff development for all teachers of physical education.
Provide for program evaluation.
Provide teachers with trained and qualified teacher aides when needed.
Support public relations activities for physical education.

- encouraging elementary classroom teachers who teach physical education to attend workshops and short courses in physical education

- developing and implementing a supportive discipline plan that covers incidents that may occur in physical education classes

- developing local inservice training programs, possibly with physical education consultants or specialists from nearby universities in cooperation with the education service center and the Texas Education Agency

- supplementing the regular physical education budget by encouraging Parent-Teacher Associations to support the purchase of materials and costs of construction of equipment. (Much equipment can be homemade, but safety must be stressed.)

- staying informed about school accident insurance and travel insurance and making it available to students who are not adequately covered by personal policies

- encouraging students with aptitude and interest in physical education to consider the field as a possible vocation by providing information on career opportunities

Funding and Budgeting

When members of the school administration and the local board of trustees develop a budget for the educational program, they should include a regular budget section for maintenance and operation of physical education. When departmental budgets are established on a per pupil expenditure, every curriculum area should have an equitable allocation of funds regardless of enrollment or subject area. The cost of purchasing and repairing both large and small equipment and of providing teaching supplies should be included in the physical education budget. Teachers and administrators should work together to develop a rationale for each budget request to assure its approval. To maintain a quality physical education program, the teacher and principal or supervisor in the budget area should discuss needs of the program and prepare a budget to meet those needs.

Since purchasing all equipment and supplies for a physical education program in one year may be financially impossible for many schools, long-range planning is essential. Administrators and teachers should identify needs and priorities so that costs, including anticipated replacements, can be spread over a period of several years. Development of an ongoing, five-year plan for the purchase of priority equipment is a professional way of dealing with equipment needs over a period of time. Careful planning will result in obtaining sufficient equipment to meet program needs.

Often members of parent organizations want to donate items or to give assistance in meeting special needs and in constructing outdoor obstacle areas or challenge courses. To help maintain a balanced physical education program districtwide, the superintendent's office should approve funds and donations from outside organizations. The principal and physical education teachers on each campus should be consulted concerning special projects.

The chart below indicates one method of long-range planning.

LONG-RANGE PLANNING						
Equipment	**Quantity**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Record player	1	X				
Boundary cones	24	X				
Tumbling mats	10		X			
Parachutes	2		X			
Soccer goals	4			X		
Outdoor obstacle course	1				X	
Set of developmental gymnastic apparatus	1					X

STATE TIME REQUIREMENTS

Time allocations that school districts must dedicate to instruction in each subject area are specified in State Board of Education rules (TAC Section 75.141). The following time allocations are prescribed for physical education:

- Grades 1-3
  - The daily schedule shall include instruction in physical education.
  - The school district shall develop and implement a written instructional plan detailing how the essential elements will be addressed in physical education, fine arts, health, science, and social studies.
- Grades 4-6
  - The equivalent of 112 minutes per week for each subject shall be devoted to teaching physical education and fine arts. Districts may choose to alternate two and three periods of instruction weekly in fine arts and physical education by dropping to the equivalent of 90 minutes one week and increasing to the equivalent of 135 minutes the next week for each subject area on a rotating basis.
  - The school district shall develop and implement a written instructional plan detailing how the essential elements will be addressed in health, physical education, and fine arts.

These time prescriptions are minimums, and districts are encouraged to exceed them whenever possible. District officials should review program evaluation reports at least annually to be certain that time prescriptions are adequate. If the evaluation indicates, changes in time prescriptions should be made.

The Role of the Essential Elements of Instruction

All districts must provide instruction in the essential elements at the appropriate grade levels according to State Board rule (TAC Section 75.3). The essential elements for Grades 1-6 are listed in Subchapter B of Chapter 75, TAC. A school district may add elements at its discretion but shall not delete or omit instruction in the required essential elements. Instruction in an essential element may be modified for students with identified needs, as appropriate, under the provisions of Section 75.4 (Special Populations and Programs).

Under the leadership of the superintendent, district officials have the responsibility to provide adequate curriculum materials, facilities, equipment, supplies, and time allocations to enable teachers to present effectively the essential elements so all students are able to achieve mastery at levels commensurate with their abilities. Administrators must review physical education curriculum guides and instructional programs to make certain that all required essential elements are addressed and effectively presented. (See pages 32-35 for a complete listing of the physical education essential elements for Grades 1-6.)

Scheduling for a Quality Program

Factors for Consideration

The overall quality of the physical education program is enhanced by effective scheduling. Such scheduling requires planning and cooperation and is essential to ensure that Chapter 75 time requirements are being met. In developing an effective schedule, administrators should consider the following important factors:

- Program objectives. Student achievement of program objectives is directly related to the schedule. The schedule should provide for the class to meet often enough and long enough for the teacher to give adequate instruction in each essential element area.

- Teacher assignments. When the staff is large enough to provide flexibility, administrators should assign teachers to the age group or activity with which they will be most effective. Team teaching, with teachers exchanging groups in relation to the activity being taught, may be employed when the expertise of teachers permits.

- Facilities, apparatus, equipment, and supplies. Schedules must be designed to utilize facilities, equipment, and supplies to the fullest extent. If planning is lacking, use of outdoor and indoor facilities will be inefficient. Overloaded facilities and inadequate equipment, apparatus, and supplies will result in students standing in long lines. Students also will experience less hands-on activity time; instruction will be limited, and communication will be difficult because of high noise levels. In addition, these conditions may cause discipline and safety problems and may lower teacher morale.

- Opportunities for individualized instruction. When students do not learn through the usual instructional techniques, teachers should be freed to work with them in small groups or individually. This will require scheduling that includes teacher aides or floating teachers who rotate among groups.

- A safe and orderly environment for learning. Effective scheduling that prevents the overloading of teachers and facilities is the key to a desirable learning environment.

In designing a schedule that is based on the above factors and that meets the needs of students, administrators should also consider the following recommendations:

- Begin physical education classes early in the school day.
- Provide five minutes between classes to enable teachers to talk to individual students, make teaching notes, adjust equipment, and confer with classroom teachers.
- Provide at least one physical education teacher on each campus with time to coordinate the total program; consult with teachers, principals, resource teachers, and parents; and work with students needing additional help.
- Plan class scheduling to minimize equipment changes from one class to the next.
- Give teachers who travel among schools special considerations to assure they can function effectively as members of the teaching staffs in the schools to which they are assigned.

Guidelines for Student Grouping

Appropriate grouping of students is critical to effective instruction and to safety. Whenever possible, administrators and teachers should:

- place students in classes according to developmental levels, when possible
- establish within each class homogeneous groupings according to body size and weight, skill level ability, fitness tests scores, social maturity, and interests
- for inner class grouping, take into consideration the objectives of the unit and the type of activity
- arrange flexible grouping for elementary students with the duration of the group, the size of the group, and the type of the group complementing the total learning environment
- carefully assign students who have been ill or who are recovering from an injury to activities that will provide the most beneficial educational experience for them as well as safety. Medical consultation should be sought to determine the degree of restriction necessary for a student to have instructional experiences. The classification system given in State Board rules (TAC Section 75.151) concerning restrictions of high school physical education students may be helpful to school officials when classifying elementary students; however, the rules (TAC Section 75.4) also require that all students, regardless of identified need or condition, be provided with a well-balanced curriculum and that students with identified needs be instructed in these same essential elements in ways appropriate to their needs. Physical education for students with permanent disabilities that restrict or prohibit their physical education activities should be determined by an admission, review, and dismissal (ARD) committee and included in the students' individual educational plans.

Providing Instruction for Students with Medical Conditions

When students have serious medical problems that make it dangerous for them to participate in physical education, the district should arrange for their instruction to be adapted. However, they should not be excused entirely from physical education. When students have temporary problems, they may be held out of class activities for a few days. Properly directed by the teacher, even these days can be fruitful for students. Students may participate on the sidelines in limited activities, observe other students to study strategies, participate in recreational games such as checkers or shuffleboard, or be assigned to the library to research a physical education sport or concept. When a library is not available, the teacher's resource library can provide materials.

The following State Board of Education rules address school districts' responsibilities relative to all students, including those in physical education:

- TAC Section 75.2(a)

  Each school district shall be responsible for providing a well-balanced curriculum and for delivering effective instruction to all students enrolled. School districts shall implement the provisions of this chapter in a manner which will enable all students to participate actively in a well-balanced curriculum and master, to the best of their abilities, the knowledge, skills, and competencies established through the essential elements. For students with identified needs, at all levels of ability, school districts shall provide modifications in methodologies, pacing, and materials to ensure that instruction in the essential elements is delivered at an appropriate level.

- TAC Section 75.4(a)

  All students, regardless of identified need or condition, shall be provided a well-balanced curriculum . . . The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society. Students with identified needs shall be instructed in those same essential elements in a manner appropriate to their needs. Where a handicapping condition . . . renders the elements inappropriate for the particular student, instruction shall be especially designed based on the student's abilities.

Thus, Board rules clearly state that districts must provide physical education instruction for all students regardless of their special circumstances. Therefore, districts should adopt written policies to guide them in meeting this responsibility. To assist in making appropriate decisions concerning medical conditions of students, districts should require parents to provide complete medical statements issued by members of the healing arts licensed to practice in the State of Texas. A statement must provide written documentation to the school as to the nature of the student's temporary impairment and the expected amount of time for recovery. If the condition is not permanent, school officials should require the statement to be updated at reasonable intervals but not less than once per semester. The district may develop a checklist of activities and require the physician to check activities in which the student may safely participate.

Two circumstances could possibly relieve a district from the requirement to provide physical education instruction: one would be when an admission, review, and dismissal committee prescribes such action; the other, when written permission is given by the Commissioner of Education.

Considerations for Class Sizes

State Board rules (TAC Section 75.2) mandate that:

> Each school district shall be responsible for providing a well-balanced curriculum and for delivering effective instruction to all students enrolled. School districts shall implement the provisions of this chapter in a manner which will enable all students to participate actively in a well-balanced curriculum and master, to the best of their abilities, the knowledge, skills, and competencies established through the essential elements.

Effective presentation of the prescribed essential elements requires that the physical education class size be small enough so that the teacher can give adequate attention to each student. The class must be small enough for students to receive instruction and participate in the activities. This enables them to develop the specific skills identified in the essential elements and the instructional objectives. Manageable class sizes will vary depending on the teacher's ability, the age and ability of the students, and the facilities, supplies, and equipment available to the teacher. When class sizes are not manageable, teachers are only able to supervise activities rather than teach students. During a skill activity on throwing, for example, when too many students are present and not enough balls are available, the teacher must supervise students waiting for opportunities to practice. The teacher has little chance to give actual instruction. In addition, students will be unable to participate often enough to master the throwing skill. Also, oversized classes pose a safety risk for students and resulting accidents or injuries could make districts vulnerable to lawsuits.

Another consequence of oversized classes is that teachers are unable to measure mastery of the skills taught. To measure mastery and to determine students' progress, teachers must use checklists and administer tests periodically. When teachers have too many students in classes, evaluation activities consume an inordinate amount of time.

Logically, class sizes in physical education should be comparable with those of classroom teachers. However, budget and scheduling problems may necessitate the assignment of more than one classroom group of students to one certified teacher. In such instances, the district is responsible for providing the teacher with a teaching aide and adequate facilities and supplies. However, the provision of a teacher aide should not result in classes being increased by more than one half of a regular class size. In addition, teachers should not be responsible for supervising more than one teaching aide.

One technique for reducing class size in the elementary grades is to divide a 45-minute period into two 22-minute periods, giving teachers twice as many classes per day. However, this solution has disadvantages. Time is lost in changing classes, and teachers are still responsible for teaching and evaluating the same total number of students.

Keeping Competition in Perspective

Organized intraschool competition of athletic events (basketball, football, track, soccer, volleyball, softball, etc.) on a regularly scheduled basis is not recommended in Grades 1-6. In addition, the physical education curriculum should not be an athletic type program that concentrates on a limited selection of events for physically gifted students.

When competition on an individual school campus is used to promote the learning of skills and games, teachers should use strategies to ensure positive educational outcomes. For example, teachers can:

- select teams, which will avoid some students always being chosen last
- devise techniques that determine team winners based on composite team membership improvement
- emphasize participation and skill development. A win/lose outcome is not always necessary; many times teachers need not score the outcome or compare students.
- score games to emphasize achievement of objectives. For example, teachers can score wiffle ball games on the basis of totals of fly balls caught, hits made, and grounders successfully fielded by the complete class.
- encourage rule flexibility by having students make up games in small groups, especially with new or unusual equipment
- assign students coaching partners with each partner responsible for making suggestions on how the other can play better. No student may comment on anyone's play except that of his or her partner.
- discuss with students their feelings about win/lose situations. Students often have good ideas on "how to keep it fun."
- role play for students helpful, positive behaviors before a game begins. Students are more receptive before experiencing the anxiety of a game setting and usually respond to specific clues to desired behaviors.
- consider using equipment appropriate to individuals—a bigger bat, a softer ball—or a less difficult activity to equalize the playing power of less-skilled students
- remember that students will model the teacher's techniques for keeping a game going for everyone's practice and enjoyment
- guide students to emphasize individual progress; keep records that will reflect individual progress for each student
- promote the concept that students in the same class are all teammates; the better all students accomplish the course objectives, the better the class as a whole

Teacher Training and Assignment

A physical education teacher in Grades 1-6 must have an all-level certificate in physical education or an elementary teacher's certificate. When teachers with elementary certificates are assigned to teach physical education in Grades 1-6, each campus should be provided a minimum of one certified physical education teacher to direct the program. Elementary classroom teachers assigned to teach physical education should have sufficient preparation through laboratory experiences in basic skills, methods and content of activities recommended for young students. The professional physical education teacher should be given the responsibility for prescribing instruction on the campus that he or she oversees. In addition, administrators and teachers should consider the following recommendations:

- Administrators should plan staff development in areas determined by teacher input and program evaluations.

- Administrators should provide teachers with specialized inservice preparation appropriate for their levels of instruction. This inservice preparation is in addition to formal university courses. Further, teachers should be given incentives to gain expertise in developing vigorous, creative lessons that encourage students to participate fully.

- Administrators should encourage teachers to join professional organizations and should give them opportunities to participate in conferences, workshops, and clinics.

- Teachers should assume responsibility for their own professional growth through formal preparation, research, reading, and travel to visit model programs. Administrators should encourage and support these endeavors.

- Administrators should not assign individuals certified in physical education teaching responsibilities in other disciplines unless they are also properly certified in those areas.

- Administrators should not assign teachers or let them voluntarily conduct extracurricular activities that encroach on their regular teaching responsibilities.

On each campus, a certified physical education teacher or qualified administrator should be responsible for the development, administration, supervision, and evaluation of the physical education program. The director of the physical education program should:

- develop a written plan describing the district or campus physical education program and addressing:
  - program objectives
  - staffing plans
  - staff development programs
  - schedules
  - curriculum
  - facilities
  - supplies and equipment
  - budget provisions

- design or supervise the process of developing a curriculum guide

- ensure that the curriculum guide addresses all essential elements, local objectives, and evaluation techniques

- ensure that adequate supplies, facilities, outdoor areas, and apparatus are available to support the instructional program

- provide appropriate staff development for certified teachers and teacher aides

The Role of Paraprofessionals

State regulations for the use of educational aides in physical education are the same as for other curriculum areas. Teacher aides in physical education must not be assigned tasks that are the responsibility of the professional physical educator.

Whenever class sizes are too large to allow the teacher to present effectively and safely the essential elements or when classes include students with special needs, the district should provide the professional teacher with an aide. Districts should employ teacher aides to assist professional teachers who have too many students only when additional professional teachers are not available or budget considerations require the use of aides. However, having the assistance of an aide will not enable the physical education teacher to teach twice as many students effectively per period. When aides are used in the physical education program, they may help with program planning and teaching. However, certified physical education teachers must have the responsibility for determining program content, allocating time to activities, designating instructional techniques, developing the budget, ensuring that adequate facilities and materials are available, evaluating the program, and performing other administrative tasks.

Administrators should assign a minimum of one certified physical education teacher to each campus. In addition, a certified physical education teacher should not be assigned to supervise more than one aide.

The Teacher Certification Handbook, Texas Education Agency Publication AD9 423 01, addresses the qualifications and assignments under which schools may use educational aides. Program administrators should refer to the latest edition of the handbook, which is available from the Agency's Office of Publications Distribution, to obtain current requirements for the use of educational aides.

Evaluations for Program Improvement

The Evaluation Process

Evaluation is the ongoing process of measuring the effectiveness of teaching and learning relative to the goals and objectives of a program. Although the evaluation of students is performed mostly by teachers, administrators have the responsibility to provide for evaluation of the physical education program and to ensure that it is effectively conducted.

Administrators may achieve effective evaluation through a variety of techniques designed to provide students, parents, teachers, and themselves with information about student progress, mastery, grade assignments, and teacher and program effectiveness. Evaluation of student performance is the indicator for all phases of program evaluation. If students are not doing well, then administrators must search for answers through program evaluation.

Administrators should require that an evaluation report for the physical education program be filed annually. The superintendent or appropriate assistant superintendent should review the report to determine if staffing, supervision, inservice, class sizes, curriculum, time allocations, teaching activities, facilities, materials, supplies, and equipment are adequate. Changes in the program should be made as indicated by evaluation findings and as a result of consultation with mid-management staff members and teachers.

Public Relations Aspects of Evaluation

Administrators should be alert to the public relations aspects of evaluation. When thorough and appropriate evaluation programs have been developed and administered, teachers and supervisors should make certain that results are properly interpreted and represented. Students and parents should receive grades not only for reporting periods but should have norm- and criterion-referenced test scores periodically interpreted and graphically illustrated for them. In addition, administrators can publicize results of program evaluations to demonstrate the benefits of sound physical education programs. At the same time, they can identify deficiencies that may require public support to effect needed changes.

Teachers and supervisors should prepare comprehensive progress reports on overall achievement of students based on a gender, grade, campus, and district basis. They should provide copies of the progress reports to school administrators along with any needed recommendations. Progress reports may also be communicated to the board of trustees and to the general public through various media.

Safety Concerns

Educators cannot overlook the safety of students at any level or at any time. They must detail accident prevention practices in program designs in an effort toward providing a safe environment in which students may learn. As an essential part of the district's total accident prevention and safety education program, physical education can help provide students with information that will enable them to avoid hazards in all their activities throughout their lives.

To avoid interference with student learning, injuries, personal suffering, financial costs, and lawsuits that may result from accidents, districts should have comprehensive accident prevention programs. As a minimum, these should consist of:

- a district policy describing the district's accident prevention program
- identification and appointment of qualified safety coordinators for the district and for each campus
- clearly documented planning activities relative to accident prevention
- consideration of safety concerns in purchasing practices
- an accident recording and reporting plan for each campus and for the district as a whole. District-level officials should compile accident reports and distribute results to teachers and administrators.
- evidence of action taken to correct hazards revealed by a study of the district's accident experiences
- annual or more frequent safety inspections of the district's facilities, equipment, and grounds
- a maintenance program responsive to teachers' reports of unsafe conditions
- safety manuals for the district

- written rules of safety for teachers and students. The rules should be clearly communicated in teacher and student handbooks and in staff development sessions.

- documented safety training experiences for coordinators, teachers, and students

The first level of responsibility for safety begins with the local board of trustees. The board adopts policies for safety in all areas of the district's programs. Administrators then assume the responsibility for communicating the safety policies to principals and teachers and for ensuring that they are implemented.

Teachers have the responsibility to exercise due care when conducting classes. They must plan and teach classes in a prudent and professional manner. When teachers use unsound techniques, fail to give adequate instruction, neglect to maintain equipment in a safe condition, and fail to give constant direct supervision to students, they subject themselves and the district to possible lawsuits.

Safety is enhanced when teachers design physical education programs to meet the abilities of each student. Such programs ensure proper progression of activities, safety techniques, and equipment arrangement for each skill presented. To maintain a safe teaching environment, teachers should develop lists of items that require safety checks, and they should report in writing to their immediate supervisors unsafe conditions. Educators should make changes in activities, instructional techniques, procedures, facilities, and equipment as indicated by experience and through study of accident types, causes, and frequencies. The district should record all corrective action that has been taken to prevent accidents. Students and teachers should dress appropriately for the types of activities conducted in the physical education class. For additional information concerning safety practices for teachers and students, see Appendix 1 and Appendix 2, respectively.

Program Facilities

Each district should develop and annually update a master plan for renovation of existing physical education facilities or for the building of new ones. Based on the projected community and school growth, program evaluations, and consultation with teachers (including the physical education staff), the plan should identify the number and design of buildings and facilities that will be needed. Handicapped individuals must be considered for the district to be in compliance with national, state, and city laws; with fire and building codes; and with safety considerations.

Even without optimal facilities and spaces, a physical education program under the direction of a specialist can be effective and meaningful to students. However, the extent to which appropriate facilities are available may greatly affect the quality of the program. In addition to adequate indoor facilities, outdoor space including a large, covered, all-weather activity area is critical to providing a successful program.

Indoor Areas

A variety of indoor areas for physical education instruction may be provided to meet local needs. These areas include gymnasiums, portable buildings, and special classrooms. In providing for an optimal facility for the elementary physical education program, district administrators should consider the following needs:

- a well-lighted, ventilated facility, a minimum of 60 feet by 100 feet with ceilings no less than 20-feet high
- a wooden floor or a smooth, nonslippery, synthetic floor if a wooden floor is not possible
- adequate heating and cooling
- office, cabinets for materials
- restrooms, water fountains
- storage space for equipment
- dressing rooms and showers adequate for the numbers of students scheduled per period

In addition, facilities must be easily accessible to students. However, they should not be so close to other classrooms that activities would have to be limited due to a concern for the noise level. If facilities are close to other classrooms, they must be thoroughly insulated. (For sample indoor facilities, see Appendix 4.) If the facilities are remote from classrooms, covered walkways and adequate time for students to walk to the facilities should be provided.

Outdoor Areas

The elementary school's outdoor area is of critical importance. Adequate areas include space for games, a hard surface area, apparatus that will help students develop the various physical skills required by the essential elements, an obstacle course, a fitness track, and a jogging trail. The playground area should be leveled, drained, and free of unnecessary or unsafe equipment. Climbing equipment and swings should have a cushioned fall surface such as nine to 12 inches of sand, pea gravel, or an artificial cushioning material to help students avoid injury. Space for students to play freely and safely is most important. A hardtop area, marked for a variety of activities, should be available on each campus. The physical education specialist should be consulted concerning the types of markings needed on the hard surface area.

The sizes of playing fields and the heights and designs of apparatus must be carefully related to the ages and abilities of the students who will use them. School administrators should be alert to possible problems when high schools and middle schools are converted to elementary facilities. When facilities are converted for elementary school use, the equipment may need to be appropriately redesigned. Failure to redesign the equipment on converted campuses may result in parallel bars being too high, activity areas being too widely separated, and activity areas being inappropriate for the age group. The arrangement of various portions of outdoor areas will vary from school to school; however, as a minimum, they should include the following provisions:

- sufficient space including a level field
- grass surfaces on playing fields
- soft surfaces free of obstacles under climbing areas
- activity areas that allow adequate space between the activities; however, activities should not be so far apart that the instructor cannot give adequate supervision

- climbing and exploration areas for primary students
- obstacle course or movement exploration center
- storage space for outdoor equipment

The Texas climate affords good opportunities for jogging, walking, and other outdoor activities. This should prompt districts to give serious consideration to developing jogging trails and providing running tracks. Trails and tracks should be available to students during the day and to the community during nonschool hours. Such facilities are valued by parents and students alike and create good public relations. For diagrams of outdoor instructional areas, refer to appropriate publications in Appendix 11. In addition, see Appendix 3 for sample designs for outdoor areas. Appendix 5 gives a list of facilities, equipment, and supplies for minimal and optimal physical education programs.

Equipment and Supplies

The quality of the physical education program is affected by the availability of equipment and supplies as well as space and facilities. Sufficient equipment and supplies should be on hand so that every student may be actively involved in the activities. When districts fail to provide adequate supplies and equipment, students are often prohibited from achieving learner objectives. They stand in long lines waiting for opportunities to participate. The type and amount of equipment needed depends on the class size, size of the school, program offered, and goals of the local physical education program. When budgets are limited, school districts may find ways other than buying commercial products to provide equipment. For example, district officials may appeal to parent groups to construct inexpensive equipment and materials at considerable savings. In addition, equipment may be constructed in district shops. Once equipment is in place, it must be carefully maintained for safety considerations as well as cost effectiveness. In fact, proper maintenance of equipment may be the greatest single cost-saving procedure a district can instigate. An organized plan for care of items includes development of:

- an adequate storage plan
- a marking system for inventory
- maintenance of manufacturers' directions for care of equipment
- staff training on proper care of equipment
- education of students on proper care of equipment

School and Community Relations

Effective physical education teachers and school officials recognize that the school is not an isolated community in itself. They are involved in and concerned about the broader community. In turn, they encourage others to be involved in and support the school's physical education program and in recreational, fitness, and healthful living activities.

Numerous methods are appropriate for promoting public understanding and acceptance of physical education. The major method, however, is through example—operation of a sound daily program. Parents and other community members gain most of their impressions about the program from students. Unfortunately, many individuals not in contact with students remain unaware of the benefits offered by a well-balanced program. To reach all of their target audiences—from parents to retirees, school officials and physical education teachers must become public relations conscious. Public relations means interpreting and informing; it means showing and telling; it means doing an important job well and taking pride in explaining and displaying efforts and the program's benefits for students.

Valuable means of developing and maintaining good school and community relations include:

- school programs
- half-time shows
- films
- public speeches
- newspaper coverage
- parent groups
- radio/TV broadcasts

Demonstrations of skills, at school and elsewhere and involving as many students as possible, are also excellent ways to create good school and community relations. Appendix 6 lists suggested titles for skills demonstrations.

The professional physical education organization, American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), offers helpful ideas on promoting physical education through Physical Education Public Information (PEPI) projects. For materials and ideas, write AAHPERD at the address listed in Appendix 11. To promote a positive image for physical education, the Texas Association of Health, Physical Education, Recreation and Dance (TAHPERD) has an active PEPI program. Appendix 11 also lists the TAHPERD address.

Planned fitness activities, special days, and other events create opportunities for physical education teachers to form cooperative relationships with fellow staff members. Through working with physical educators, other faculty members become sensitive to their colleagues' goals and begin to help support the physical education program. Office and custodial staff members are other individuals who can do much to further the objectives of the physical education program. When properly informed and involved, these school employees become helpful supporters of the physical education program.

Principals and administrators should encourage the physical education staff to use students in special school programs, in parent/teacher organization meetings, and in programs at half-time or between quarters of athletic events. The annual National Physical Education and Sport Week is in early March; October is Texas Physical Fitness Month. Both of these occasions provide excellent opportunities for programs in schools and in the community.

In routine contacts with parents and the general public, administrators and teachers should be prepared to explain the nature and value of physical education. Their explanations may be based on information such as that presented in the chart on page 25 which lists the domains of physical education and their benefits. This information reflects the scientific nature of physical education. In addition, administrators and teachers should be able to explain how physical education can contribute to the health of students and eventually to the nation as a whole. For example, experts

in the public health field believe that physical education can make a significant contribution in more than one-third of the 227 health objectives established in *Healthy People: The Surgeon General's Report on Health Promotion and Diseases Prevention*. Administrators should make such reports and studies available to teachers. Teachers should evaluate the reports and make recommendations for changes that may be indicated for the district's physical education program.

DOMAINS OF A QUALITY PHYSICAL EDUCATION PROGRAM AND THEIR BENEFITS

Domains

Physiological	Cognitive	Affective
fitness	knowledge	feelings
neuromuscular skills	learning skills	habits
		attitudes

Benefits

Physiological	Cognitive	Affective
improves capabilities	improves academic performance	improves self-image
improves muscle strength	increases interest in learning	reduces stress
improves muscular endurance and flexibility	improves judgment: problem solving and accepting responsibility	strengthens peer relationships
strengthens the skeletal system	promotes self-discipline	reduces risks of depression and other mental illnesses
improves abilities for work and recreation	encourages goal setting	promotes healthy, active lifestyles throughout life
improves vitality		
reduces the risk of heart disease • lowers cholesterol • lowers blood pressure • helps control weight • reduces injuries		

PHYSICAL FITNESS

Aerobic exercises cause the body to demand more oxygen. These vigorous exercises make the circulatory and respiratory systems work harder than normal; therefore, the cardiovascular system becomes more efficient. True physical fitness can only be attained when aerobic exercise becomes a part of one's lifestyle. Aerobic exercises are generally considered those that are continued for 20 minutes or more at an intensity that will sustain the heart rate in the target zone. Aerobic exercises include the following: walking, jogging, running, swimming, cycling, rope skipping, dancing, skiing, and playing soccer and basketball. Aerobic exercises work on the body from the inside out, starting with the vital machinery of life and working outward to improve fitness and appearance.

Regular jogging, for example, is credited with conditioning the heart to do more work with less effort, increasing the efficiency of the respiratory system by strengthening the muscles that assist breathing, increasing the oxygen-carrying capacity of the circulatory system, and promoting blood vessel flexibility. Jogging aides the digestive system and helps to maintain proper body weight through high caloric expenditure. In addition, jogging on a regular basis creates a sense of well-being.

Students should be taught to participate in an aerobic exercise such as jogging as well as to understand the benefits that result. The following is a simplified explanation developed for young students:

> The heart is a muscle that acts as a pump. The heart is the most important organ of the circulatory system. This system carries food and oxygen to all the cells of the body through the bloodstream. All the food you eat is changed into liquid and enters the bloodstream. Some of the food is later used as nutrients (fuel). Oxygen that you inhale from the air goes into the lungs and also enters the bloodstream. (Remember, oxygen is needed for anything to burn.) When you jog, for example, you breathe hard, and more oxygen comes into the body. The heart circulates oxygen which ignites with the fuel supply. Calories are burned; as a result you have energy.
>
> Pulse is the regular throb you feel as the heart pumps blood. Your heart beats slower as you grow older. A baby may have a resting heartbeat of 120. A 10-year-old may have 90 to 100 beats a minute; an adult may have 70 beats a minute. The heart rate changes to provide as much oxygen as the body needs for specific activity. During exercise, muscles need more oxygen; therefore, the heart pumps blood faster, and the pulse beats faster. A child with a resting heart rate of 90 may have a target heart rate of 174. After exercise, he or she should perform cool-down activities until the beat goes down to 110.

Teachers should encourage participants in vigorous exercise programs to adopt practices reflecting sound judgment. For example, joggers should:

- do warm-up exercises to prepare joints and muscles for vigorous activity
- maintain good posture, keeping a comfortable upright position with the head looking forward
- breathe through both mouth and nose
- wear loose, comfortable clothes and well-fitting shoes with cushioned soles
- keep arms relaxed with elbows slightly bent and hands loosely semiclenched
- do cool-down exercises after jogging. After jogging, most of the blood is circulating in the large muscles. Walking will prevent pooling of the blood in the extremities and reduce possibilities of fainting or feeling ill.
- do post cool-down stretches. To loosen tight muscles and reduce soreness, stretch and hold all major muscles for 30 seconds, then relax.
- if regular jogging becomes distasteful or obsessive, consider brief lay-off periods or try other aerobic activities to break the routine

THE INSTRUCTIONAL PROGRAM

COMPONENTS OF THE PROGRAM

Two major concerns should be uppermost in the minds of educators as they organize the instructional program for physical education. The two primary considerations are:

- the developmental characteristics of the students
- the State Board of Education rules regulating the curriculum

Students' Characteristics

In organizing the instructional program, educators must be concerned with the characteristics of the students who will be taught. Children begin school with many similarities and differences. Although chronological ages may be similar at a given grade, students reflect various growth and developmental stages. They have different abilities and interests for they have come from a variety of ethnic, genetic, religious, cultural, and economic backgrounds. A knowledge of these factors is necessary to understand the forces that promote or inhibit children's abilities to learn and benefit from physical education. In addition, knowing the interest characteristics of students is important to planning programs. Information about common interests and needs can serve as a basis for selecting appropriate instructional activities and for developing realistic performance objectives for students at each grade level. For information concerning the characteristics and needs of children and the implications for physical education, refer to the teacher's resource book *Moving and Learning* by Beverly Nichols, which is listed in Appendix 11.

State Rules

State Board of Education Rules for Curriculum, a document published by the Texas Education Agency, describes the curriculum and rules for public school instructional programs required by Title 19, Chapter 75 of the Texas Administrative Code. The curriculum is outlined in a set of essential elements and subelements of instruction. To be accredited, districts must design their instructional programs for effective delivery of the essential elements and must comply with the prescribed time requirements.

The Agency provides to school districts publications such as this document, *Physical Education Framework, Grades 1-6*, that contain curriculum descriptions and rules along with program guidelines, recommendations, and samples of resource materials. Districts use the framework documents in planning, designing, and conducting their instructional programs in each curriculum area. Also, from the frameworks, districts develop local curriculum guides that describe their complete instructional programs at district and campus levels. Teachers draw from the curriculum guides to plan their daily lessons to effect student progress in mastering the essential elements. The chart on page 28 illustrates the flow of instruction from the law to the classroom.

The Flow of Instruction
From the Law to the Classroom

Legislative Mandates
Beginning with Section 21.101, Texas Education Code

↓

State Board of Education Rules
Title 19, Chapter 75, Texas Administrative Code

↓

State Curriculum Frameworks
State Board of Education rules for instruction
- essential elements
- program guidelines

↓

District Curriculum Guides
- program descriptions
- instructional objectives

(referenced to the essential elements)

↓

Daily Lesson Plans
- activities to be conducted
- concepts to be taught
- references to curriculum guide or other written sources

↓

Student Records
- evidence of student performance and mastery
- records of fitness levels
- identification of deficiencies
- grades

This framework presents legislative mandates and State Board rules current to the date of publication. However, state laws and requirements are subject to change. Teachers should strive to stay abreast of changes to assist district officials and to make sure that district curriculum documents are based upon up-to-date laws and rules.

Overview of the Essential Elements and Subelements

The required essential elements of instruction described on pages 29-31 comprise the basis of educational programs that districts design to develop student abilities. In physical education, the essential elements provide a framework for a scope and sequence of skills that students are to learn in a sequential and progressive manner. (See scope and sequence chart on page 38.) The essential elements are required for a minimal program; school districts are encouraged to exceed the essential elements and broaden the physical education program beyond the state-mandated curriculum.

The five essential elements required for physical education in Grades 1-6 are:

- physical fitness development to improve the quality of life
- motor skills that develop positive body image and confidence
- rhythmic activities that develop coordination, self-expression, creativity, and endurance
- skills related to games and sports
- sequential gymnastics and tumbling skills

Physical Fitness to Improve the Quality of Life

The physical education program introduces physical fitness activities in kindergarten and continues them through Grade 12. The program provides students opportunities to participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance. Sample activities that contribute to the development of these components of fitness include station work or circuit training. When students are engaged in circuit training, the teacher may play appropriate music to promote higher interest, longer participation, and higher intensity in movement. Circuit training in Grades 1 and 2 might require students to jump rope, sit and reach for three seconds and rest for three seconds, perform curl-ups, and do static push-ups for 30 seconds. Students may also engage in gradually increased hopping, skipping, walking, and running activities to strengthen cardiorespiratory endurance. Beginning in Grade 3, students participate in developmental activities for power, agility, speed, coordination, reaction, and balance. A sample of circuit training for this grade level includes shuttle run, standing long jump, 50-yard dash, and jumping rope. In Grade 4, the essential element requires that physical fitness testing and appraisal begin. Fitness testing and appraisal includes conditioning programs for distance running, flexed-arm hang, sit-ups, shuttle run, standing long jump, and 50-yard dash. These skills will continue to be developed through the sixth grade.

The physical fitness essential element is required for a minimal program. For optimal results, teachers should include additional fitness activities in the program four to five times each week. Additional activities might include the use of appropriate apparatus, jump rope routines, or participation in aerobic dance activities. Teachers should consistently emphasize and relate the wellness concept to students' fitness activities.

Motor Skills that Develop Positive Body Image and Confidence

Motor skills, or fundamental movement skills, are introduced in Grade 1 and continue through Grade 6. These skills include locomotor, nonlocomotor, and manipulative skills, as well as skills related to posture and body mechanics. At Grade 3, students combine fundamental movement skills using balls and other equipment.

Through the sequential teaching of fundamental movement skills, physical educators help students build the foundation necessary for future development of skills. Examples of how movement skills are taught in a sequential manner are as follows: In Grade 1, students learn the fundamental skill of running in a mature running pattern. They may develop fundamental running skill through movement exploration and problem-solving activities. For example, the teacher may challenge students by asking: Can you run without touching anyone? Can you run and then freeze? In Grade 2, students are taught to run and kick a stationary ball. Increasing in complexity of skill, students by the third grade learn to run while dribbling a soccer ball. Increasing the complexity of movement, students in the fifth grade combine the skills of running, kicking, and dribbling as needed to participate in modified soccer games.

Perceptual awareness skills are subelements of the motor skills essential element. Perceptual awareness skills include body awareness, spatial and directional awareness, coordination, and balance.

Sample activities for teaching perceptual awareness skills in Grade 1 include problem solving and movement exploration. Through movement exploration, students discover how the body moves in relation to equipment. In Grades 1 and 2, students may solve movement problems on balance beams placed at appropriate heights. (A painted line or a flat board laid on the floor can be used as a substitute for a balance beam.) Sample problems are: Can you walk forward on the balance beam? Can you walk backward on the balance beam?

Upon entering Grade 3, students should have a functional knowledge of perceptual awareness skills. Practice involving a variety of equipment will provide them with a broad background that will be of value to the acquisition of more refined skills. For example, while on the balance beam, third graders may perform more complex skills such as a cross step, a toe touch, and pivot and turn at the end of the beam. Movements increase in complexity as the students master perceptual awareness skills. When students reach the sixth grade, for example, they can perform more complex skills such as batting pitched balls and executing hand-offs in baton races.

Rhythmic Activities that Develop Coordination, Self-Expression, Creativity, and Endurance
Rhythmic activities combine fundamental skills and include creative rhythms and singing games. The physical education program introduces basic rhythmic skills in Grade 1; in Grade 3, rhythmic activities for endurance are introduced. Students combine more complex movements to participate in folk dances, aerobic dances, contemporary dances, and square dancing. Through these activities, students will participate and respond freely to rhythmic patterns showing improvement in balance, grace, body control, rhythm, poise, agility, strength, and coordination.

Samples of sequential rhythmic activities are as follows: In Grade 1, the student may learn basic dance steps by combining locomotor and nonlocomotor skills and using creative rhythms and problem-solving methods. The teacher may ask:

> Can you skip around the room without touching anyone? Skip with a partner for eight counts? Slide steps with a partner? Slide steps with a partner four times to the left and four times to the right? Can you join hands with your partner and skip around in one place for eight counts? (During this activity, the teacher strikes the rhythm sticks in 2/4 meter.)

In Grade 2, the student performs combined locomotor skills to a meter. A dance that involves skills such as the slide step, bow, skip, clap, and walk is "Polly Wolly Doodle." In Grade 3, the student uses more complex skills and maneuvers such as walk, skip, elbow swing, reel, cast-off, and do-si-do in folk and square dances such as the "Virginia Reel." In Grades 4 and 5, students

can continue folk and square dances with less emphasis on fundamental skills. Finally in Grade 6, students can perform more advanced dances and begin to participate in free dance and aerobic dance routines.

Skills Related to Games and Sports

Skills common to games and sports include running, starting, stopping, dodging, throwing, kicking, catching, etc. These skills are introduced at Grade 1. Students use such skills in games of low organization. Students at Grade 1 begin to practice behavior reflective of good sportsmanship and safety and continue these skills through Grade 6. At Grade 1, teachers should introduce games that are creative and cooperative in nature. In the third grade, more complex rules should be introduced in lead-up and modified games. At Grade 4, students should begin to participate in individual, team, and recreational games. In Grade 5, the complexity of the rules increases as students begin to play modified team sports.

Emphasis is concentrated on enjoyment and individual development of skills, not on competition. However, teachers should provide moderate amounts of well-organized and appropriately supervised competitive games for the intermediate grades.

Sample activities that develop skills common to games and sports are as follows:

Teachers may introduce Grade 1 students to activities involving balls. Using eight-inch playground balls, students respond to teachers' questions such as: Can you sit and bounce the ball with one hand? Kneel and bounce the ball with one hand? Stand and bounce the ball with both hands? Bounce the ball with one hand and then the other? Walk and bounce the ball? Run and bounce the ball? Using these skills, beginning second grade students participate in games of low organization. Another sample activity may include a game that involves two students alternating bouncing the ball five times each. In the third grade, the students participate in an activity using junior size basketballs. Dribbling, they zig-zag in and out of markers placed in a straight line. In the fourth grade, the activities increase in complexity as students begin to incorporate game strategy and guarding in games such as Forwards and Guards. By the sixth grade, the skills, rules, and strategies further increase in complexity as students participate in modified team games such as sideline basketball which is a lead-up to basketball.

Sequential Gymnastic and Tumbling Skills

This essential element focuses on the development of gross motor skills. Activities in sequential gymnastics and tumbling include rolling, creeping, crawling, balancing, and lifting one's body. Such activities should be included in Grade 1 and given continued reinforcement through the sixth grade. In Grade 3, students are introduced to more complex skills involved in gymnastics and tumbling. Many activities involve the body in a upright position supported by the feet. Movements in sequential gymnastics also require other points of support such as the hands in hanging, the head in headstands, and the back during rolls. This unique support and orientation helps develop perceptual systems in the inner ear, eyes, and muscles. Movements should be presented in a step-by-step sequence so that no movement is considered a trick but rather an educational skill.

An example of gymnastics taught sequentially is as follows:

In primary grades, students learn the basic skills of inversion. Students may balance on their heads in a number of ways. While balancing on their heads, students may learn to meet the point of the knee with the top of the elbow. The skill increases in complexity as students balance on their heads with both elbows on knees. Next, students balance with one knee lifted off of the elbow. As the skill progresses, students extend one leg freely while in the inverted position. By the third grade when students have developed perceptual awareness, the skill becomes more complex as students balance on their heads with both knees lifted off of the elbows. Students progress and the skill increases in difficulty as the balance on the head is maintained and both knees are lifted to hip level. Finally, students progress until they master a full headstand.

Essential Elements and Subelements

Physical Education, Grade 1

Essential Elements	Subelements
Physical education, Grade 1, shall include the following essential elements:	The student shall be provided opportunities to:
(1) Physical fitness development to improve the quality of life	(A) participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance
(2) Motor skills that develop positive body image and confidence	(A) acquire fundamental movement skills (B) develop perceptual awareness skills
(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance	participate in rhythmic activities: (A) fundamental skills (B) creative rhythms (C) singing games
(5) Sequential gymnastic and tumbling skills	(A) develop gross motor skills (B) participate in creeping, crawling, rolling, balancing, climbing, lifting one's body

Physical Education, Grade 2

Essential Elements	Subelements
Physical education, Grade 2, shall include the following essential elements:	The student shall be provided opportunities to:
(1) Physical fitness development to improve the quality of life	(A) participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance
(2) Motor skills that develop positive body image and confidence	(A) acquire fundamental movement skills (B) develop perceptual awareness skills
(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance	participate in rhythmic activities: (A) fundamental skills (B) creative rhythms (C) singing games
(4) Skills related to games and sports	(A) participate in skills common to games and sports (starting, stopping, dodging, throwing, kicking, catching, etc.) (B) participate in games (low organizational, creative, and cooperative) (C) develop and practice behavior reflective of good sportsmanship and safety

Physical Education, Grade 2, *continued*

Essential Elements	Subelements
(5) Sequential gymnastic and tumbling skills	(A) develop gross motor skills (B) participate in creeping, crawling, rolling, balancing, and lifting one's body

Physical Education, Grade 3

Essential Elements	Subelements
Physical education, Grade 3, shall include the following essential elements:	The student shall be provided opportunities to:
(1) Physical fitness development to improve the quality of life	(A) participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance (B) participate in developmental activities for power, agility, speed, coordination, reaction, and balance
(2) Motor skills that develop positive body image and confidence	(A) continue development of a combination of fundamental movement skills using balls and other equipment (B) continue development of perceptual awareness skills
(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance	participate in rhythmic activities: (A) rhythmic activities for endurance (B) folk dance
(4) Skills related to games and sports	(A) participate in games (low organizational, creative, and cooperatiave) (B) participate in lead-up and modified games (C) develop and practice behavior reflective of good sportsmanship and safety (D) participate in contests and relays
(5) Sequential gymnastic and tumbling skills	(A) participate in gymnastics and tumbling

Physical Education, Grade 4

Essential Elements	Subelements
Physical education, Grade 4, shall include the following essential elements:	The student shall be provided opportunities to:
(1) Physical fitness development to improve the quality of life	(A) participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance (B) participate in developmental activities for power, agility, speed, coordination, reaction, and balance (C) benefit from physical fitness testing and appraisal
(2) Motor skills that develop positive body image and confidence	(A) continue development of a combination of fundamental movement skills using balls and other equipment (B) continue development of perceptual awareness skills
(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance	participate in rhythmic activities: (A) rhythmic activities for endurance (B) folk dance
(4) Skills related to games and sports	(A) participate in lead-up and modified games (B) participate in individual, team, and recreational games (C) develop and practice behavior reflective of good sportsmanship and safety (D) participate in contests and relays
(5) Sequential gymnastic and tumbling skills	(A) participate in gymnastics and tumbling

Physical Education, Grade 5

Essential Elements	Subelements
Physical education, Grade 5, shall include the following essential elements:	The student shall be provided opportunities to:
(1) Physical fitness development to improve the quality of life	(A) participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance (B) participate in developmental activities for power, agility, speed, coordination, reaction, and balance (C) benefit from physical fitness testing and appraisal
(2) Motor skills that develop positive body image and confidence	(A) continue development of a combination of fundamental movement skills using balls and other equipment (B) continue development of perceptual awareness skills
(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance	participate in rhythmic activities: (A) rhythmic activities for endurance (B) folk dance

Physical Education, Grade 5, *continued*

Essential Elements	Subelements
Physical education, Grade 5, shall include the following essential elements:	The student shall be provided opportunities to:
(4) Skills related to games and sports	(A) participate in lead-up and modified games (B) participate in individual, team, and recreational games (C) participate in individual, dual, and modified team sports (D) develop and practice behavior reflective of good sportsmanship and safety (E) participate in contests and relays
(5) Sequential gymnastic and tumbling skills	(A) participate in gymnastics and tumbling

Physical Education, Grade 6

Essential Elements	Subelements
Physical education, Grade 6, shall include the following essential elements:	The student shall be provided opportunities to:
(1) Physical fitness development to improve the quality of life	(A) participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance (B) participate in developmental activities for power, agility, speed, coordination, reaction, and balance (C) benefit from physical fitness testing and appraisal
(2) Motor skills that develop positive body image and confidence	(A) continue development of a combination of fundamental movement skills using balls and other equipment (B) continue development of perceptual awareness skills
(3) Rhythmic activities that develop coordination, self-expression, creativity, and endurance	participate in rhythmic activities: (A) rhythmic activities for endurance (B) folk dance
(4) Skills related to games and sports	(A) participate in individual, dual, and modified team sports (B) develop and practice behavior reflective of good sportsmanship and safety (C) participate in contests and relays
(5) Sequential gymnastic and tumbling skills	(A) participate in gymnastics and tumbling

Scope and Sequence of the Program

The essential elements of instruction required by State Board of Education rules (Title 19, Chapter 75 of the Texas Administrative Code) provide in a progressive and sequential manner the framework necessary for the minimum physical education program. A broad range of physical educators and administrators across the state developed the essential elements—and continue to refine them—taking into consideration the needs, interests, and developmental levels of students.

In Grades 1-2, the emphasis is on building the foundation of perceptual and motor efficiency through movement exploration, guided discovery, and problem-solving activities. Grades 3-4 are dedicated to the refinement of fundamental skills, specialized skills, group activities, physical fitness, posture development, and developmental activities. In Grades 5-6, students begin participation in lead-up and modified games and gradually learn simple individual, dual, and team sports. Motor skill development appropriate to the developmental stages of students is of primary importance during all of the elementary years, as is the encouragement of creative movement expression.

The chart on page 38 shows a comprehensive description of the scope and sequence of the essential elements in Grades 1-6. Page 39 provides a sample time allotment chart to give an example of a program with a planned distribution of time for the different learning activities. The proportions of time in different school districts may vary in relationship to facilities, staffing, general student capabilities, and community values.

The Role of District Curriculum Guides

School district curriculum guides are detailed descriptions of the district's instructional programs. District educators design separate guides for each subject area. Also, although guides may be developed for several grade levels, separate guides for each grade level are preferable. Curriculum guides should be comprehensive to the extent that they guide administrators and teachers in delivering instruction to achieve instructional objectives developed from state-prescribed essential elements and local district goals and objectives.

A curriculum guide is required to provide:

- learning objectives keyed to essential elements
  Districts may generate additional learning objectives based on local needs and interests. These added objectives may or may not be tied to the required essential elements.

- a suggested sequence for objectives from grade to grade

- lists of sample instructional resources such as textbooks, materials, equipment, and personnel

A district-produced curriculum guide reflects quality if, in addition to meeting requirements, it:

- includes a statement of the district's overall instructional philosophy, focus, and goals, plus a statement of philosophy specific to physical education

- includes examples of teaching activities, with suggestions for how or when to use them for enrichment and remediation, and management strategies for working with groups of students

- includes illustrations of students performing skills and exercises critical to quality instruction
- provides examples of a variety of assessment strategies that can be correlated to the objectives

A curriculum guide may also include sections that address the yearly instructional plan, giving time allocations for each instructional area of the essential elements; scheduling information; suggested adaptations for special populations; district policies concerning discipline, grading, dressing, and showering; and instructional units or lessons from which teachers may prepare their lesson plans.

District officials should develop and revise local curriculum documents with the review and input of administrators and teachers. Including a variety of teachers, parents, and members of the community in the development of curriculum documents will increase the use of the documents by the teaching staff and will foster community understanding and support of the physical education program. A sample outline for a local district curriculum guide is presented on page 40.

The instructional units included in the curriculum guide should be referenced to the essential elements and subelements that the lessons will cover, instructional objectives to present the curriculum elements being addressed, teaching activities, extension activities, evaluation techniques, and the facilities, equipment, and supplies needed to teach each unit. When the instructional units are referenced to the essential elements and the evaluation procedures are carefully designed to cover the concepts of the lessons, teachers need not reference their daily lesson plans or records of mastery directly to the individual essential elements. Samples of instructional units that districts may use are presented on pages 41-50. These are only samples; districts would need to develop additional instructional units to cover adequately the essential elements and subelements. In addition, teachers in a district may choose to group essential elements and subelements in instructional units differently from these samples. Districts may also develop other formats for the instructional units they include in their curriculum guides.

Scope and Sequence of Essential Elements

▲ indicates completion
→ indicates continuation and progression

Every elementary school shall offer a physical education program that includes the following minimal elements:	The student shall be provided opportunities to:					
	1	2	3	4	5	6
Physical fitness development to improve the quality of life	Participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance →					
			Participate in developmental activities for power, agility, speed, coordination, reaction, and balance →			
				Benefit from physical fitness testing and appraisal →		
Motor skills that develop positive body image and confidence	Acquire fundamental movement skills: ▲		Continue development of a combination of fundamental movement skills using balls and other equipment →			
	• locomotor (walking, running, jumping, hopping, skipping, etc.) ▲	(walking, running, jumping, skipping, etc.) ▲				
	• nonlocomotor (bending and stretching, pushing and pulling, etc.) ▲					
	• manipulative (working with bean bags, large balls, ropes, etc.) ▲					
	• posture and body mechanics (standing, sitting, falling safely, etc.) ▲					
	Develop perceptual awareness skills: ▲		Continue development of perceptual awareness skills →			
	• body awareness (an awareness of name, location, etc. of body parts) ▲					
	• spatial and directional awareness (an awareness of how much space the body occupies and where to move) ▲					
	• coordination (eye-hand, eye-foot, rhythm) →					
	• balance →					
Rhythmic activities that develop coordination, self-expression, creativity, and endurance	Participate in rhythmic activities →					
	• fundamental skills ▲		Participate in rhythmic activities for endurance →			
	• creative rhythms ▲		Participate in folk dance →			
	• singing games ▲					
Skills related to games and sports	Participate in skills common to games and sports (starting, stopping, dodging, throwing, kicking, catching, etc.) ▲			Participate in individual team, and recreational games ▲		
	Participate in games (low-organizational, creative, and cooperative) ▲				Participate in individual, dual, and modified team sports →	
			Participate in lead-up and modified games ▲			
	Develop and practice behavior reflective of good sportsmanship and safety →					
			Participate in contests and relays →			
Sequential gymnastic and tumbling skills	Develop gross motor skills ▲					
	• orientation of one's body in space ▲					
	• balance ▲					
	• eye-body coordination ▲					
	• upper body development ▲					
	Participation in creeping, crawling, rolling, balancing, lifting one's body ▲					
			Participate in gymnastics and tumbling →			

SAMPLE TIME ALLOTMENTS

Allocation by Percent of Time	Approximate Percent of Time by Grade					
	1	2	3	4	5	6
Fundamental movement activities	25	20	10	05	-0-	-0-
Perceptual awareness activities	25	20	10	05	-0-	-0-
Rhythmic activities	15	15	20	20	15	15
Fitness activities	(as needed to develop desirable levels of fitness)					
Sequential gymnastics and tumbling	10	15	15	15	15	15
Games and related activities	15	20	25	30	35	35
Aerobic outdoor activities	5	5	5	5	10	10
Aquatics	-0-	-0-	-0-	5	5	5
Track and field	-0-	-0-	10	10	10	15
Initiative type activities	5	5	5	5	10	5

Allocation by Number of Days	Approximate Number of Days by Grade*					
	1	2	3	4	5	6
Fundamental movement activities	44	35	17	5	-0-	-0-
Perceptual awareness activities	44	35	17	10	-0-	-0-
Rhythmic activities	26	26	35	35	26	26
Fitness activities	(as needed to develop desirable levels of fitness)					
Gymnastic and related activities	17	26	26	26	26	26
Games and related activities	26	35	44	52	61	61
Aerobic outdoor activities	9	10	10	10	17	17
Aquatics	-0-	-0-	-0-	-0-	10	9
Track and field activities	-0-	-0-	-0-	17	17	26
Initiative type activities	9	9	9	9	18	10

*Based on 175 days per year, with numbers rounded to avoid fractional days.

SAMPLE OUTLINE—DISTRICT CURRICULUM GUIDE

The following is a sample outline that presents sections district officials may include in a quality district curriculum guide for elementary school physical education:

- Introduction
- Philosophy. Reflects the staff's and community's interpretation of the profession's philosophy for providing physical education in schools.
- Goals. State the broad expectations for the outcomes of the program. Some goals may be specific to the community.
- Policies and administrative provisions. Relate to grading, discipline, dressing, showering, excuses from participation, etc. (Districts may prefer to include this information only in the student's handbook.)
- Yearly plan. Specifies the portion of the school year to be dedicated to each essential element.
- Time allocations. Assign the amount of instructional time allocated per day and week.
- Essential elements and subelements required by Chapter 75
- Local district essential elements. Evolve from community goals and specify activities such as, "Each student shall have an opportunity to receive instruction in swimming in Grades 3-6."
- Instructional units or lessons. Include at least the following sections:
  - essential element(s) and subelement(s) covered in the lesson and coded to Chapter 75
  - performance or instructional objectives
  - teaching activities
  - reteach activities (alternate techniques teachers may use for students unable to achieve mastery as a result of regular teaching techniques)
  - extension activities (activities to increase competency after mastery has been achieved)
  - evaluation techniques (techniques to determine if the objectives have been achieved)
  - equipment required to teach the lesson
  - facilities required to teach the lesson
  - supplies required to teach the lesson
- Format and instructions for lesson plans. (Districts may prefer to include this information in the teacher's handbook.)

Sample Curriculum Guide Instructional Units
Physical Education, Grade 2

Unit 1.1*

Essential Element: Physical Fitness

Physical fitness development to improve the quality of life. The student shall be provided opportunities to participate in developmental activities related to muscular strength and endurance, flexibility, and cardiorespiratory endurance [essential element (c) (1), muscular strength and endurance].

Instructional Objectives

Upon completion of Unit 1.1:

1. the student will be able to demonstrate the straight-arm hang for 80 seconds
2. the student will be able to perform a static push-up for 76 seconds
3. the student will be able to perform 24 wall push-ups

Instructional Activities

After guided practice, arrange the class in line formation and direct the following activities:

1. Warm up—stretching activities (three to five minutes): Shoulder and pectoral stretch, upper back and shoulder stretch, wall stretch, sit and reach.
2. Instruct the students on the correct procedure for practicing straight-arm hangs, static push-ups, and wall push-ups.
3. Students within their groups will take turns practicing the straight-arm hang.
4. Students within their groups will take turns practicing static push-ups.
5. Students within their groups will take turns practicing wall push-ups.
6. Cool down: Repeat the stretches practiced at the beginning of the unit.

Reteach Activities

1. Students with unsatisfactory performance need guided practice with direct teaching. Through peer tutoring, students who are highly skilled may assist students who are having difficulty.

Extension Activities

1. Game: push-up tag. (Students are safe if they are in the static push-up position.)

Evaluation Activities

1. Evaluation of Instructional Objective 1: Divide the class into small groups of three to five students. Instruct the students to grasp the chinning bar using the overhand grip. The students will attempt to perform the straight-arm hang for 80 seconds.

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*In developing curriculum guides, the district will design additional instructional units for physical fitness, i.e., Unit 1.2: flexibility and Unit 1.3: cardiorespiratory endurance.

The following sample scale may be used for skills evaluation of this unit. The number of seconds the student performs the straight-arm hang appears in the left column. The student's corresponding grade appears in the right column.

Raw Score*		Grade
<-36	=	50
37-46	=	60
47-56	=	70
57-66	=	80
67-76	=	90
80->	=	100

2. Evaluation of Instructional Objective 2: Divide the class into small groups of three to five students. Instruct the students to perform the static push-up for 76 seconds while keeping the elbows flexed at 90 degrees, chest or chin three inches from the floor.

   Use the following sample scale for skills evaluation of this unit. The number of seconds the student performs the static push-up appears in the left column. The student's corresponding grade appears in the right column.

Raw Score*		Grade
<-25	=	50
26-35	=	60
46-55	=	70
56-65	=	80
66-75	=	90
76->	=	100

3. Evaluation of Instructional Objective 3: Divide the class into small groups. Instruct students to attempt to perform 24 wall push-ups while keeping the body straight and the feet flat on the ground.

   Use the following sample scale for skills evaluation of this unit. The number of wall push-ups the student performs appears in the left column. The student's corresponding grade appears in the right column.

Raw Score*		Grade
<- 3	=	50
4- 8	=	60
9-13	=	70
14-18	=	80
19-23	=	90
24->	=	100

Materials

Wall to use for wall push-ups; chinning bar for straight-arm hang; *FYT Program Manual.* Austin: American Health and Fitness Foundation, 1986.

*These raw scores are only examples; actual scales to be used should be determined by local districts.

Unit 2.1*

Essential Element: Motor Skills
Motor skills that develop positive body image and confidence [essential element (c)(2)].

Subelement
Develop perceptual awareness skills: balance [essential element (c) (2) (B) (iv)]

Instructional Objective
Upon completion of Unit 2.1, the learner will be able to:

1. maintain balance for 10 seconds while walking on jump ropes placed on the floor in the forms of geometric shapes, numerals, and words.

Instructional Activities
Arrange class in a circle formation and direct the following activities:

1. Warmup/focus—stretching activities to music (three to five minutes):
   Focus: Poster of a stork. Question: How does a stork stand? Show me how a stork stands.
2. During movement exploration, give the learner the opportunity to solve movement problems using walking and balancing activities with an individual jump rope. Movement problems:
   A. Find your space, and check to see that you are in your own space. Pretend that you have a bubble around you; make sure that you cannot break anyone else's bubble.
   B. Use your rope to mark the numeral 1 on the ground. Walk around the numeral as if you were writing it on paper. (Repeat this activity for numerals 1-9.)
   C. Find a partner. With your partner, make your ropes into the shape of the numeral 10. Take turns and walk around the shape of the numeral 10. (Repeat this activity for numerals 10-15.)
   D. (Point to a rectangle drawn on the blackboard.) What is this shape? Whisper the answer to your partner. Can you make your rope into this shape? Walk around the shape of your rope one time. What is this shape? (Students give choral response.) (Repeat this activity for circles, squares, triangles, octagons, and ovals.)
   E. Make a shape with your rope that looks like the first letter in your first name. Walk around the shape as though you were writing the first letter in your first name.
3. Cool-down: Place the students in groups of two and instruct them to use their bodies to make the shapes of the numerals 1-10.

Reteach Activities

1. Students with unsatisfactory performances may need guided practice in a motor lab with direct teaching. Through peer tutoring, students who are highly skilled may assist students who are having difficulty.

Extension Activities

1. Game: balance tag. (Students are safe if they are balanced on one foot.)

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*In developing curriculum guides, the district will design additional instructional units for motor skills, i.e., Unit 2.2: body awareness [essential element (c)(2)(B)(i)], etc., until all of the subelements have been covered.

Evaluation Activities

1. Evaluation of Instructional Objective 1: Divide the class into small groups of three to five students. Instruct students to make the shape of their ropes into rectangles. They will attempt to walk around the rope in a rectangular pattern while maintaining their balance for 10 seconds.

   Use the following sample scale for skills evaluation of this unit. In this scale, the numerals in the left column indicate the number of seconds balance is maintained while walking in a rectangular pattern. The numerals in the right column indicate the student's corresponding score.

Raw Score*		Grade
:10	=	100
:09	=	90
:08	=	80
:07	=	70

Materials

1 jump rope for each student, 1 phonograph, record: "Looby Loo," Victor 20214; Russell 702, Folkcraft 1102, 1184; Columbia 10008D.

Teacher resource books: Nichols, Beverly. *Moving and Learning: The Elementary School Physical Education Experience*. St. Louis: Times Mirror/Mosby College Publishing, 1986.

*These raw scores are only examples; actual scales to be used should be determined by local districts.

Unit 3.1*

Essential Element: Rhythmic Activities
Rhythmic activities that develop coordination, self-expression, creativity, and endurance [essential element (c) (3)].

Subelement
Singing games [essential element (c) (3) (C)]

Instructional Objective
1. The student will be able to identify even and uneven meter in five singing games.

Instructional Activities
After guided and individual practice on fundamental skills, arrange the class in scattered formation and direct the following activities:
1. Warm-up (three to five minutes): stretching activities to music with even and uneven rhythms.
2. Singing games
   A. Play recordings of the following singing games.
      "Farmer in the Dell," "Baa Baa Blacksheep," "Twinkle Twinkle, Little Star," "Pease Porridge Hot," and "Let Your Feet Go Tap, Tap, Tap"
   B. The students will listen to and analyze the music. They will identify the meter of the music by clapping to the beat.
   C. The students will study the verses of the songs.
   D. Group the students in formation and continue with the actions of the songs. Inspire creative interpretation as determined by the words of the song.
   E. Permit students to alter the last line of the song for a surprise ending.
3. Cool down: stretching movements to even and uneven rhythms.

Reteach Activities
1. During guided practice, the student will listen to recordings with even and uneven rhythms. The students will practice identifying even and uneven rhythms. The students will clap out the rhythms.

Extension Activities
1. The students will create singing games using even and uneven meter. The singing games will be performed at parents' night.

Evaluation Activity
1. Place students in small groups of three to five students, and play five songs with even and uneven rhythms. Students will indicate the songs are even or uneven in meter by raising either a left or right hand.

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*In developing curriculum guides, the district will design additional units for rhythmic activities i.e., Unit 3.2: creative rhythms [essential element (c) (3) (B)], etc., until all of the subelements have been covered.

Use the following sample scale for the skills evaluation of this unit. The numerals in the left column indicate the number of songs in which the student was able to identify meter. The numerals in the right column indicate the student's corresponding score.

Raw Score*		Grade
1	=	20
2	=	40
3	=	60
4	=	80
5	=	100

Materials

Phonograph, records: "Let Your Feet Go Tap, Tap, Tap," Folkcraft 1184; "Pease Porridge Hot," Folkcraft 1190; "Mulberry Bush," Victor 20806; "Baa Baa Blacksheep," Folkcraft 1191; "Twinkle Twinkle Little Star," Childcraft EP-C4.

Teacher Resource books: Dauer, Victor P., and Pangrazi, Robert. *Dynamic Physical Education for Elementary School Children.* Minneapolis: Burgess Publishing Company, 1983.

*These raw scores are only examples; actual scales to be used should be determined by local districts.

Unit 4.1*

Essential Element: Games and Sports

Skills related to games and sports [essential element (c) (4)].

Subelement

Participate in skills common to games and sports [essential element (c) (4) (A)].

Instructional Objective

Upon completion of Unit 4.1, the student will be able to run and bounce the ball with each hand five times.

Instructional Activities

1. Warm-up circuit stretching

   The students will participate in stretching activities involving four circuit stations, repeating the circuit stations four times.

   - Station 1: sit-and-reach stretch
   - Station 2: shoulder and pectoral stretch
   - Station 3: upper back and shoulder stretch
   - Station 4: toe touch

2. Basketball lead-up skills

   Arrange the students in a scattered formation. Direct the students to use eight-inch playground balls to perform the following tasks:

   A. Sit and bounce the ball with your right hand. Now try the left hand. Sit and bounce the ball five times with each hand.

   B. Kneel and bounce the ball with your right hand. Now try the left hand. Kneel and bounce the ball five times with each hand.

   C. Stand and bounce the ball with your right hand. Now try the left hand. Stand and bounce the ball five times with each hand.

   D. Walk and bounce the ball with your right hand. Now try the left hand. Walk and bounce the ball five times with each hand.

   E. Run and bounce the ball with your right hand. Now try the left hand. Run and bounce the ball five times with each hand.

3. Cool down (five minutes): Repeat circuit stretching activity.

Reteach Activities

1. Work in small groups with students who are unable to master the skills.

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*In developing curriculum guides, the district will design additional units for games and sports, i.e., Unit 4.2: participate in games [essential element (c) (4) (B)], etc., until all the subelements have been covered.

Extension Activity

1. Dribble relay. (Provide one playground ball for each team in relay formation.)

   On a starting signal, the first player on each team bounces the ball with the right hand as he or she runs to the marker. On the way back, the player bounces the ball with the left hand. The ball is handed to the second player who continues the relay. The action is repeated until all players have had a turn.

   (Note: Students should not participate in relays unless the skill of dribbling has been mastered.)

Evaluation Activities

Evaluation of Instructional Objective 1: Divide the students into small groups. The students will attempt to run and bounce the ball five consecutive times with each hand.

Use the following sample scale for skills evaluation of this unit. The number of times the ball is bounced during the evaluation activity appears in the left column. The student's corresponding score is in the right column.

Right Hand			Left Hand		
Raw Score*		**Grade**	**Raw Score***		**Grade**
1	=	20	1	=	20
2	=	40	2	=	40
3	=	60	3	=	60
4	=	80	4	=	80
5	=	100	5	=	100

Materials

1 ball for each student

Teacher resource books: Nichols, Beverly. *Moving and Learning: The Elementary School Physical Education Experience*. St. Louis: Times Mirror/Mosby College Publishing, 1986.

Pangrazi, Robert P., and Hastad, Douglas N. *Fitness in the Elementary Schools: A Teacher's Manual*. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance, 1986.

*These raw scores are only examples; actual scales to be used should be determined by local districts.

Unit 5.1*

Essential Element: Sequential Gymnastics and Tumbling

Sequential gymnastics and tumbling skills [essential element (c) (5)].

Subelement

Participate in creeping, crawling, rolling, balancing, climbing, lifting one's body [essential element (c) (5) (B)].

Instructional Objective

1. Upon completion of Unit 5.1, the student will be able to perform a forward roll demonstrating the following criteria:
   - chin tucked under
   - hips high overhead until the student rolls over
   - finish in sitting position

Instructional Activities

1. Warm-up (three to five minutes): stretching activities. Direct students to:
   - stand and see how far they can stretch out sideways
   - stand and stretch out slowly and then quickly return to the original position, just as if a rubber band had broken
2. Instruct students to assume a scattered formation on tumbling mats. Direct students to perform the following tasks:
   A. Look Between the Legs
      - Squat, lift your hips, and look back between your legs.
      - Smile at a friend while looking back between your legs.
      - Look at the basketball goal while looking back between your legs.

   B. Forward Roll

      Squat, tuck your chin under, and look at the ceiling as you place the back of your head on the mat. Raise your hips high over your head until they roll over and you roll on your back. Finish in a sitting position.
3. Cool-down activities: Repeat the activities used in the warm-up.

Reteach Activities

1. Work individually or in small groups with students who are unable to perform adequately.

Extension Activities

1. Students may face each other in opposing lines to challenge duplication of the skill demonstrated.

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*In developing curriculum guides, the district will design instructional units for sequential gymnastics and tumbling, i.e., Unit 5.2: orientation of one's body in space [essential element (c) (5) (A) (i)], etc., until all the subelements have been covered.

Evaluation Activities

1. Evaluation of Instructional Objective 1: Divide the students into small groups. The students will attempt to perform a forward roll, chin tucked under, hips high in the air, and finish in a sitting position.

   Use the following sample scale for skills evaluation of this unit. The number in the left column indicates the number of criteria met. The number in the right column indicates the student's corresponding grade.

Raw Score*		Grade
1	=	33
2	=	67
3	=	100

Criteria
1 = chin tucked
2 = hips high in the air
3 = finish in a sitting position

Materials

Tumbling mats

Teacher Resource Books: O'Quinn, Garland. *Developmental Gymnastics*. Austin: University of Texas Press, 1978.

Nichols, Beverly. *Moving and Learning: The Elementary School Physical Education Experience*. St. Louis: Times Mirror/Mosby College Publishing, 1986.

*These raw scores are only examples; actual scales to be used should be determined by local districts.

Developing Daily Lesson Plans

Individual teachers prepare daily lesson plans that describe what part of the curriculum will be presented on a given day, in what order, and possibly for what portion of the period. A lesson plan description may vary in detail depending on the activity scheduled and individual teacher preference. A lesson plan may range from a reference to an instructional unit in the district curriculum guide to a brief description of activities to be presented.

When a classroom teacher teaches physical education on an alternating basis with a professional physical education teacher, the lesson plans should be prepared by the physical education teacher. The physical education teacher should proportion to the classroom teacher the activities that require the least teacher training. Examples would include the practice of skills previously taught by the physical education teacher and physical fitness activities.

District officials should not require lesson plans to be so detailed that they require teachers to spend inordinate amounts of time in their preparation. Also, if the curriculum guide is referenced to the essential elements and the daily lesson plan is referenced to the curriculum guide, then instructional and evaluation activities will be related to the essential elements; therefore, teachers do not need to reference daily lesson plans to the essential elements. Two forms of lesson plans that may be used are illustrated on page 52.

Teaching Strategies and Methodologies

Teachers must have a clear and comprehensive understanding of student abilities before they can select and use appropriate teaching strategies and methodologies. Information on student abilities is accessible to teachers when districts have established clearly defined curriculum and a standardized evaluation and recording plan for each grade level. Using the evaluation and recording plan, teachers assess the abilities of students prior to planning instruction. Student appraisal also helps teachers identify students who may have special health or physical disabilities that will require different approaches to learning.

Once the abilities of class members have been accurately identified, the teacher must become familiar with the curriculum required to be presented. Based on a knowledge of student abilities and the required curriculum, the teacher may choose from a variety of teaching strategies and methodologies to devise the most appropriate approach to helping students achieve curriculum objectives.

Some variables and concepts that teachers should consider in choosing the most effective teaching strategies are:

- objectives of the lesson to be presented
- quality of performance to be achieved
- variety in student abilities and knowledge
- learning abilities of the class as a whole
- individual differences of students

SAMPLE LESSON PLAN

For Week Beginning: September 10, 1990 School: Hill Elementary

Semester or Quarter: 1st	Week of Year: 2nd	Instructor: J.T. Value	Grade 2

Subject	Example One	Example Two
Physical Education		
MONDAY	CG—Unit 1.1 IO—2 IA—1 and 4 CG—Unit 3.1 IO—1 IA—2A1, B, C, & D CG—Unit 5.1 IO—1 IA—2A IA—3	• fitness: Obj. 2 CG Unit 1.1 • warm-up: shoulder stretches • static push-up • rhythms: Obj. 1 CG Unit 3.1 • "Farmer in the Dell" • gymnastics: Obj. 1 Unit 5.1 • "Look Between the Legs" • cool-down: stretching sideways
TUESDAY	CG—Unit 1.1 IO—2 IA—1 & 4 RT—1 CG—Unit 3.1 IO—1 IA—2A2, B, C, & D CG—Unit 5.1 IO—1 IA—2, A, B, & 3	• fitness: Obj. 2 CG Unit 1.1 • warm-up: shoulder stretches • static push up • reteach: peer tutoring • rhythms: Obj. 1 CG Unit 3.1 • "Baa Baa Blacksheep" • gymnastics: Obj. 1 CG Unit 5.1 • "Look Between the Legs" • forward roll • cool down: rubber band stretches
WEDNESDAY	CG—Unit 1.1 IO—2 IA—1 & 4 EX—1 EV—2 CG—Unit 3.1 IO—1 IA—2A3, B, C, & D	• fitness: Obj. 2 CG Unit 1.1 • warm-up: shoulder stretches • static push-up • push-up tag • skills test: static push-up • rhythms: Obj. 1 CG Unit 3.1 • "Twinkle Twinkle Little Star" • cool-down: stretching to even and uneven rhythms
THURSDAY	CG—Unit 1.1 IO—3 IA—1 & 5 CG—Unit 3.1 IO—1 IA—2A4, B, C, & D RT—1 IA—3	• fitness: Obj. 3 CG Unit 1.1 • warm-up: shoulder stretches • wall push-ups • rhythms: Obj. 1 CG Unit 3.1 • "Pease Porrige Hot" • reteach: clap out even and uneven rhythms • cool-down: stretching to even and uneven rhythms
FRIDAY	CG—Unit 3.1 IO—1 IA—1 2A5, B, C, & D RT—1 EX—1 EV—1 IA—3	• rhythms: Obj. 1 CG Unit 3.1 • warm-up: stretching to even and uneven rhythms • "Let Your Feet Go; Tap, Tap, Tap" • reteach: clap out even and uneven rhythms • extension: create singing games using even and uneven rhythms • skills test: raise right hand for even rhythms and left hand for uneven rhythms • cool-down: stretching movements to even and uneven rhythms

NOTE: Example One uses coded references to the sample instructional units on pages 41-50.
Example Two uses some coded references combined with short descriptive statements. Districts may use different techniques to reference daily lesson plans to their curriculum guides.

CG = Curriculum Guide RT = Reteach IO = Instructional Objective
EX = Extension IA = Instructional Activity EV = Evaluation

Teachers should also be aware of the necessity to:

- teach skills sequentially
- require students to master a skill before moving to the next part of the lesson
- avoid giving too much new information at one time
- continuously monitor comprehension levels and make adjustments in pace accordingly
- provide students information as to why certain procedures are valuable to them in learning a skill
- incorporate thinking skills into lessons wherever possible
- provide alternative learning activities for students who have special abilities or learning difficulties

Selection of appropriate teaching strategies and methodologies will also be directly influenced by class sizes, teacher abilities, facilities, equipment, supplies, and timeframes. Teachers must use their professional abilities to match the best teaching strategies and methodologies with the school's teaching environment.

Remediation and Reteaching

Often teachers may avoid the need for remediation or reteaching by:

- giving clear directions prior to introducing skills or activities. The teacher should, when possible, give visual, auditory, verbal, and tactile forms of instructions.
- providing a wide range of activities to fit varied abilities of students
- planning the activities in a progressive manner
- using a variety of teaching styles

However, when remediation and reteaching are necessary, the first step is the identification of students and their specific needs. All students may need reteaching or remediation at some time during their school careers. Other students may need remediation consistently to overcome physical, emotional, or perceptual handicaps. Teachers may identify students who need remediation or reteaching by studying students' records from previous school years, through testing, and by teacher observations. Students who only occasionally need reteaching are provided for in the instructional units of the curriculum guide. Common techniques for providing reteaching experiences are for the teacher to:

- question students to determine if they have understood
- repeat the original instructions and practice opportunity
- give the instructions in a different form
- break the skill or activity into subskills or shorter activities

- demonstrate for students
- guide students through the skill or activity
- provide for peer teaching opportunities

For students who have more serious problems learning a skill, the teacher may need to:

- administer an additional test to pinpoint the problem
- consult the school nurse or special education therapist
- communicate with the student's parents or doctor

Once a precise understanding of a student's learning disability is identified, the teacher can select the appropriate remediation. When students have serious handicaps, they may need to be rescheduled into the special education program or served in adaptive physical education programs.

Linkages with the Essential Elements of Other Subject Areas

In addition to helping prepare students for a lifetime of fitness, physical education can assist students in acquiring personal characteristics that will enhance their overall learning abilities. Physical education can make direct contributions to student learning in numerous other subject areas. Physical education teachers can be alert to opportunities to enhance general learning and can employ instructional techniques that involve concepts and information related to other subjects. These techniques will make a contribution to students' general education and at the same time will enhance the image of the physical education program.

For example, Grade 1 teachers can organize a circuit training course that involves a number of physical skills. The course can be arranged so that students move from one exercise area to another by following the direction of arrows. While following the arrows and the pictorial directions at each station, the students practice the concepts of up, down, right, left, high, low, close, far, large, and small. In addition, whenever possible, teachers can design the arrangement of the pictures and activities to move students in a left to right order. This will reinforce concepts in reading and writing that students develop in English language arts. Exercise stations can also be numbered and color coded, thus reinforcing concepts from mathematics and art education. Further, students can participate in the exercises to music, with the vigor of the activity controlled by the tempo of the music.

Specific examples of how teachers can coordinate physical education with other curriculum areas are as follows:

- In English language arts at Grade 4, one of the essential elements requires students to write "using a variety of techniques to select topics and to generate material to write about those topics." The physical education teacher can introduce new games or sports, discussing their origin and identifying famous sports characters. Then the teacher can either require students in physical education to write themes or one-act plays about the sports and characters or to provide the classroom teacher with resource material to support a writing activity in language arts.

- When students in physical education pantomime or act out sports events or play the role of Casey at bat, they make progress toward mastering the theater arts essential element which states that students be provided opportunities "to dramatize action stories using pantomime."

- An essential element in mathematics, Grade 5, addresses "Properties and relationships of geometric shapes and their applications." Teachers are to provide students opportunities to "find surface area (with models)." An activity that would correlate physical education with this essential element is for students to study and analyze the layout of fields and game areas. Rectangles, rhombuses (diamonds), and circles are used often as playing areas. Physical education teachers could challenge students to find the surface area of these shapes. Another activity would be to teach students to estimate distances in yards, feet, or meters by pacing.

- An essential element in art is "Awareness and sensitivity to natural and human-made environments." A subelement calls for teachers to give students opportunities to understand formal structure in art including balance, variety, and proportion. Teachers can relate this subelement to physical education by having art students observe physical education students in action and record that action through gesture drawing. The student could also analyze basic lines, shapes, forms, and movement in various sports and games for their similarities and differences. The physical education teacher could reinforce these art-related activities by showing examples of art work by students.

- An essential element in music at Grade 1 is "Responses to music through moving and playing." Subelements require schools to provide opportunities for students to "perform gross motor movements to records and singing including locomotor and axial" and to "move to express mood and meaning of the music, including steady beat and body sounds." In physical education, students may do exercises to music to understand different tempos found in music. They may learn to move to the tempo, or the student may make or select tapes for exercising to music.

- A subelement in social studies at Grade 3 calls for the student to be provided opportunities to "identify local traditions, customs, and folkways." An activity that would provide this opportunity in physical education would be for students to study and perform Texas folk dances to illustrate ethnic culture and customs, historical context, and meaning.

- Essential elements for health that relate to physical education are numerous. A related health subelement, found at several grade levels, calls for students to be provided opportunities to "understand concepts and skills that foster individual personal health and safety and identify daily practices that promote good habits of sleep, posture, and exercise." In the physical education classroom, teachers could discuss and describe fitness concepts and basic steps in setting fitness goals and achieving them. Also, physical education teachers could guide students in understanding fitness concepts in relationship to the general health and personal fulfillment of individuals. Teachers can measure the fitness of students and help each of them develop a plan for improvement. Then after a selected period of teacher-guided fitness activities, teachers can retest and graphically show individual students their progress.

Evaluation of Student Performance

The Concept of Mastery Learning

Traditionally, educators have scheduled instruction based on the time available and the materials to be covered. Today, under a concept called the mastery learning approach to instruction, teachers develop instructional objectives to cover essential elements of the curriculum. Teachers then organize the instructional objectives into teaching units and present them sequentially through a variety of instructional activities. They evaluate students at the end of each teaching unit or at other appropriate intervals; using alternate teaching techniques, they then reteach students who have not achieved the prescribed levels of mastery. They may give students who have mastered the instructional objectives extension activities that will allow them to achieve their maximum potential beyond the mastery level.

Mastery is a concept critical to a district's policy on grading, promotion, retention, remediation, and placement as prescribed by State Board rule (TAC Section 75.170). Subsection (a) states, "Each board of trustees shall be charged with the responsibility of providing a policy ensuring mastery of the essential elements of each subject or course of study. In addition, each board shall establish an acceptable procedure to reteach non-mastering students." Subsection (c) states, "Districts are expected to set levels of mastery to ensure that each student is challenged to perform at a level commensurate with his/her ability." Therefore, the district establishes what determines mastery; the mastery level is related to the student's readiness to move on to the level of learning prescribed for the next unit of instruction or for the next grade.

Tests for Measuring Student Performance

Educators may measure student performance through a variety of techniques to determine mastery and to assign grades. These techniques include the administration of various tests which may be as simple as the teacher's observation of student performance on specific skills that the teacher then records on a checklist. More formal tests may be commercially prepared or developed at the district level. Measurement of student performance is the basis for all levels of evaluation. Through student measurement, teachers meet their responsibility to provide administrators and school board members with information needed to make program decisions needed for planning, budgeting, and public relations.

When thorough and appropriate evaluation programs have been developed and administered, teachers and supervisors should make certain that results are properly interpreted and represented. They should not only provide students and parents with grades for reporting periods but should interpret and graphically illustrate for them fitness, norm-, and criterion-referenced test scores. In addition, districts can publicize results of program evaluations to demonstrate the benefits of sound physical education programs and to identify deficiencies that may require public support to effect needed changes.

Teachers and supervisors should prepare comprehensive progress reports on the overall achievement of students based on a gender, grade, campus, and district basis. They should provide copies of the program reports to school administrators along with recommendations for needed change. Program progress reports may also be communicated to the school board and the general public through various media.

Norm-Referenced Tests

Norm-referenced tests are developed by administering tests to thousands of students whose scores then become the norm. The sample population that comprises the norm group must be a representative sample of the designated population to whom the test will be administered. Norms for tests can be developed at national, state, and local district levels. Using tests developed with national norms, school officials can compare the performance of their students and the effectiveness of their programs with those of students and schools on a national basis. Norm-referenced tests, usually given one to three times per year, provide a general picture of student performance and may point to areas of program weakness. They do not show mastery of learner objectives and are not suited for assigning grades.

A caution about the use of norm-referenced tests is that if student performance is declining and tests are renormed, the expectations for each new generation will be lowered. The result will be constantly declining expectations for student abilities and fitness levels. (See Appendix 7 for a list of norm-referenced tests.)

Criterion-Referenced Tests

Criterion-referenced tests, sometimes called mastery or prescriptive tests, measure an individual student's abilities and progress toward specific objectives. A panel of experts or individual teachers may provide the criteria for criterion-referenced tests. Teacher-prepared tests, typically given at the end of an instructional unit, are examples of criterion-referenced tests. Such tests are an indication of the effectiveness of a given program for an individual learner. They help school personnel monitor the progress of students over a selected time period or unit of instruction. (See Appendix 7 for a list of criterion-referenced tests.)

Determining Grades

Grades in physical education, as in other subjects, should be directly related to the student's achievement of instructional objectives that are developed from state and local essential elements of instruction and educational goals. Based on local education goals, school districts may adopt essential elements in addition to those required by the State Board of Education. For example, school districts along the Texas coast or near lakes may choose to adopt an essential element that requires that each student have an opportunity to learn to swim and float by the end of Grade 3. Teachers could then include student performance in this area in determining students' grades. However, if students master the essential elements required by the state, they should not receive grades of less than 70.

The level of student performance in relation to the instructional objectives should be the determining factor in assigning grades. Teachers should not use factors such as behavior, showering, dressing-out, participation, and attitude to assign grades. These factors should be addressed through the district's student code of conduct. However, some of these factors may indirectly affect mastery and grades. For example, if students display poor attitudes and are reluctant to participate fully in instructional activities, their grades may be affected when mastery of those skills is measured. Likewise, if a district has a locally developed instructional objective that states, "Students will learn to participate as cooperating team members in team sports," then part of the grade can be based on the student's ability to participate as a contributing team member. The difficulty in this case is that the evaluation is subjective.

Teachers should evaluate performance on objective measures whenever possible, for example, times, distances, and numbers of goals scored versus excellent, good, and poor. When subjective measures are used, they should represent a professional judgment comparing students' performances with a district's standard for mastery for the course, activity, or skill. Subjective evaluations are best supported by percentages or concrete statements such as the following for running:

Criterion	Possible points	Points scored	Percentile score
Toes point straight ahead.	_____	_____	_____
Feet do not cross center line of body.	_____	_____	_____
Arms do not swing across center-line of the body.	_____	_____	_____
Knees rise high in front.	_____	_____	_____
Body lean is appropriate for speed.	_____	_____	_____

Teachers can assign points to each of these criterion statements and derive a score for running. To enable teachers to employ sound grading practices, class sizes and daily teacher loads must be kept at manageable levels.

Failure to dress-out can also affect students' grades. If a district has a policy requiring students to "dress appropriately for the activity in physical education" and a student does not bring tennis shoes for the gymnasium or a swim suit for swimming class, the student may receive a zero or the minimum score authorized by the district for any activity in which other students receive a grade on that day. Whether or not students are allowed to make up such missed grades is governed by district policy. Dress that is appropriate for various activities may be defined by the district. However, districts should not require specific colors or designs.

If, without a legitimate reason, a student refuses to participate in a drill or test such as a fitness run and a grade is being assigned, the student may be given the minimum score authorized by the district for a failing performance. This would be no different than if a student refused to perform a written class assignment in an academic classroom setting.

Where facilities are available and schedules permit, physical educators may appropriately require students to dress suitably, bring clean clothes once a week or more often if needed, and shower after physical activity.

In summary, teachers should not give an academic grade specifically for dressing, showering, attitude, general participation, or discipline; however, grades may be indirectly affected by these factors. Districts may appropriately adopt policies requiring suitable dress and showering. The district's student code of conduct should address matters not related to student performance.

Recording Performance

Effective physical education teachers use a variety of ways to assess mastery. Many combine the use of a progress chart with other grading strategies, while other teachers find it most helpful to assign different weights to the various skills and processes they teach throughout the semester. For example, a teacher at the elementary level may weigh fitness heavily throughout the first six weeks, motor skills heavily during the second six weeks, and rhythmic activities heavily during the next six weeks. While grading all three activities simultaneously, the teacher will be influenced by the weight given each activity at the time. Individual teachers must discern the assessment system that will best fit their students' needs in each individual class. (See Appendix 8 for sample forms for recording performance.)

Teachers commonly use grade books as a record of student performance and mastery. Grade books or other forms for recording performance should include a variety of evaluations. In physical education, teachers should consider both cognitive and psychomotor activities in determining grades. (See page 60 for a Sample Grade Book Form.)

Each six weeks teachers should grade students on a minimum of six activities. However, the number may vary as determined by the instructional unit being presented. Although teachers need not code evaluations recorded in the grade book to the essential elements, they should make sure that the evaluations correspond to the instructional objectives listed in the curriculum guide.

Special Student Populations and Physical Education

Introduction

Special populations include learners with a variety of characteristics. Some students are limited in English proficiency, some are from migrant families, and some are gifted or talented. Others have cognitive, physical, emotional, and cultural differences. Administrators and teachers must be trained to identify the various special needs of students in physical education and to adjust their instructional programs to accommodate them.

The required state curriculum prescribes a well-balanced instructional program for all students regardless of identified need or condition. All students must have the opportunity to master state and local essential elements, including those in physical education.

If teachers suspect that students have handicaps that will prevent or interfere with their abilities to demonstrate mastery, they refer them for testing. Ultimately, teachers may need to adapt the curriculum and instruction for these students.

When the handicaps of students are critical enough to prevent them from receiving instruction in regular physical education classes, an admission review and dismissal (ARD) committee must be established and an individual educational plan (IEP) must be developed for each special student. The IEP lists modifications necessary for satisfactory progress in physical education, whether the handicapped student is placed in regular or in special education classes for instruction. School district procedures direct how the IEP modifications are communicated to the regular and special education personnel responsible for implementation and how evaluation is to take place. Techniques for accommodating the needs of special students follow.

Special Student Populations

Special Education

Programs for students with handicaps may require modifications of methods of instruction, pacing, materials, equipment, and supplies as appropriate to provide students full opportunities for learning the essential elements. When teachers modify physical education activities for handicapped students, they must retain the instructional emphasis on those skills that will allow the student to participate as much as possible in the regular class activities.

Examples of ways to modify activities include:

- changing the size and weight of equipment

  Example: Use a playground ball that is lighter and easier to handle than a regular basketball.

- changing the size of the playing area

  Example: Shorten the distance between bases to help equalize competition in softball for an orthopedically handicapped student.

- slowing or stopping a moving object

  Example: Use a batting tee instead of a pitch to help a visually impaired student to participate in baseball.

- modifying the rules

  Example: Allow students to catch, self-toss, and pass a volleyball that is served to them, which will speed up the game and provide more successful experiences for all students.

Additional ways to modify instruction include:

- using alternative methods to present materials to be learned
- supplying supportive instruction and reinforcement
- providing for the decoding of written language
- supplying additional support personnel
- using special instructional materials or media

See *Physical Education for Handicapped Students*, Texas Education Agency Publication GE6 330 02, for recommendations on modification of mastery, settings, and personnel for students with handicaps.

Gifted and/or Talented Students

The State Board of Education is committed to providing each student with the opportunity to develop personal knowledge, skill, and competence at levels of the student's maximum abilities. To provide for all students, districts would do well to include in their curriculum guides suggestions for extending instruction for advanced learners.

Physical education helps provide a rich environment for gifted students to develop to their full potential. Students who perform well in physical education class should be made aware of opportunities to increase and refine their skills by participating in intramural, athletic, and Olympic-caliber training programs.

When enriching the curriculum for gifted students, teachers should:

- consult in-depth content studies
- remember the process of skill development
- employ product development techniques

To enrich the curriculum, the teacher may:

- allow the students to conduct the classes or direct small groups of students. Students would be responsible for the complete lesson cycle, including instruction.

- present activities to help students develop productive, complex, abstract, and higher level thinking skills through the physical medium

- focus on open-ended tasks such as the problem-solving approach to teaching movement education
- encourage the development of ideas and skills that may lead to new techniques, more efficient forms of movement, and strategies
- evaluate student progress by using appropriate criteria including self-appraisal, criterion-referenced tests, and/or standardized instruments. Students can practice self-appraisal by analyzing and comparing physical fitness test scores as a teacher monitors.

Compensatory Education

When students do not succeed through the instruction provided, modifications in the curriculum should be initiated. Compensatory education should extend and reinforce the regular program of instruction. Instruction should be:

- modified as necessary to accommodate methodologies, pacing, and materials
- based on each student's functional level
- designed to teach the essential elements

In providing compensatory education, teachers may:

- use small-group instruction
- limit independent activities to allow more time to teach skills and concepts
- reinforce cognitive and psychomotor skills through activities that build the physical education vocabulary
- use cross-age tutors, adult tutors, and peer tutors

Limited English Proficient Students

Students who are limited in English proficiency (LEP) and are struggling to speak, read, and comprehend the English language may have few, if any, preskills necessary for mastering cognitive concepts in physical education. Teachers must design curricular modifications to supply background information and fundamental skills that other students already possess.

A physical education program adapted for LEP students makes use of the student's native language as well as English to teach physical education. The physical education specialist should work with teachers who instruct LEP students in reading and writing to determine what language should be used to convey cognitive concepts in physical education.

Techniques that teachers may use to assist LEP students include:

- using a silent period at the beginning of the class to allow students to become accustomed to the new surroundings
- making time for feedback to students to provide progress reports on their development

- speaking slower and using the primary language, if necessary
- using questioning strategies to check for understanding
- dedicating more time to the demonstration method to introduce new skills
- allowing students time for observation prior to performing newly learned skills
- building individual card files to teach physical education vocabulary
- using student pairs for peer and team learning

Migrant Students

Migrant students may be limited in English proficiency, may require compensatory and remedial assistance, or may need enrichment activities to be challenged adequately. The physical education teacher should be aware of other unique needs they may have. Because of their high mobility, migrant students may receive parts of instruction from several schools and sometimes have gaps in their education due to their migratory status.

Continuity of instruction and the provision of intensive remediation are two crucial ways in which teachers can provide opportunities for migrant students to master the essential elements. To provide continuity, school districts can share information through the use of checklists and other records of performance levels for students. The checklists and records should indicate which essential elements have been taught, which need to be reinforced, and which should be the basis for further instruction.

The teacher is encouraged to:

- keep a file for each student on skills mastered and essential elements taught to have an accurate record for reference when the student re-enters school
- allow students to incorporate games and exercises they have learned at other Texas schools and in other parts of the country. This will promote much needed oral language skills development.
- adjust teaching to learning styles
- establish a buddy system for completion of written assignments and skill drills
- provide migrant students with oral tests and/or tape-recorded lessons when appropriate
- allow students to bring their own cultures into physical education class by demonstrating folk dances and games from their native countries
- allow gifted migrant students to serve in leadership positions by being team captains and allow them to demonstrate well-developed skills

Measuring Mastery

School districts should select appropriate tests if use of regular test procedures would not accurately evaluate students among special populations. Assessment instruments should contain the following characteristics:

- The assessment instrument should be clear, concise, and readily understood by all staff members.
- The instrument should contain items to cover components such as physical fitness, fundamental motor skills, rhythmic activities, and skills in games and sports that represent a well-balanced physical education program.
- The assessment process should guide both placement and instructional decisions.
- The assessment process should consider the physical and/or health limitations of the student.

Teachers may use a combination of items from several instruments to meet the criteria for feasible and appropriate assessment in physical education.

Reading assignments and written tests may cause problems for many special population students in regular physical education classes. Often assignments are at a higher reading level than students can comprehend. When assessing students' cognitive concepts in physical education, teachers must use testing methods that allow students to demonstrate knowledge and skills in physical education regardless of their disabilities. Appropriate evaluation methods determine achievement in physical education and do not penalize students with known disabilities.

To modify procedures for written exams in physical education, the teacher may:

- give written exams orally
- give take-home tests
- substitute activity assignments for tests
- allow peers, aides, and volunteers to administer tests

APPENDICES

SAFETY PRACTICES FOR TEACHERS

APPENDIX I

To establish safe practices in physical education classes, teachers should:

- maintain the policy that all activities are under the direct supervision of the teacher
- eliminate or recommend elimination of hazards that may cause injury
- stress safety when teaching rules and skills
- instruct students to move to the right when approaching another individual such as when riding a bicycle, walking in hallways, entering and exiting rooms, and participating in games and relays
- discourage unnecessary roughness and enforce playing by the rules for all activities
- plan class activities so that students do not participate in activities beyond their abilities and endurance
- conduct warm-up exercises before beginning strenuous activities
- commend students for following good safety practices
- plan class activities so that students learn simple stunts and skills before progressing to more difficult ones
- teach students proper use and care of equipment and apparatus
- carefully select play space, giving consideration to the nature of the activity and the space needed
- keep adequate distance between individual students or groups when students are performing skills or activities
- avoid situations in which students tend to lose their emotional control
- establish procedures to ensure safe passage to and from the class
- establish behavioral standards for students to follow in all class activities

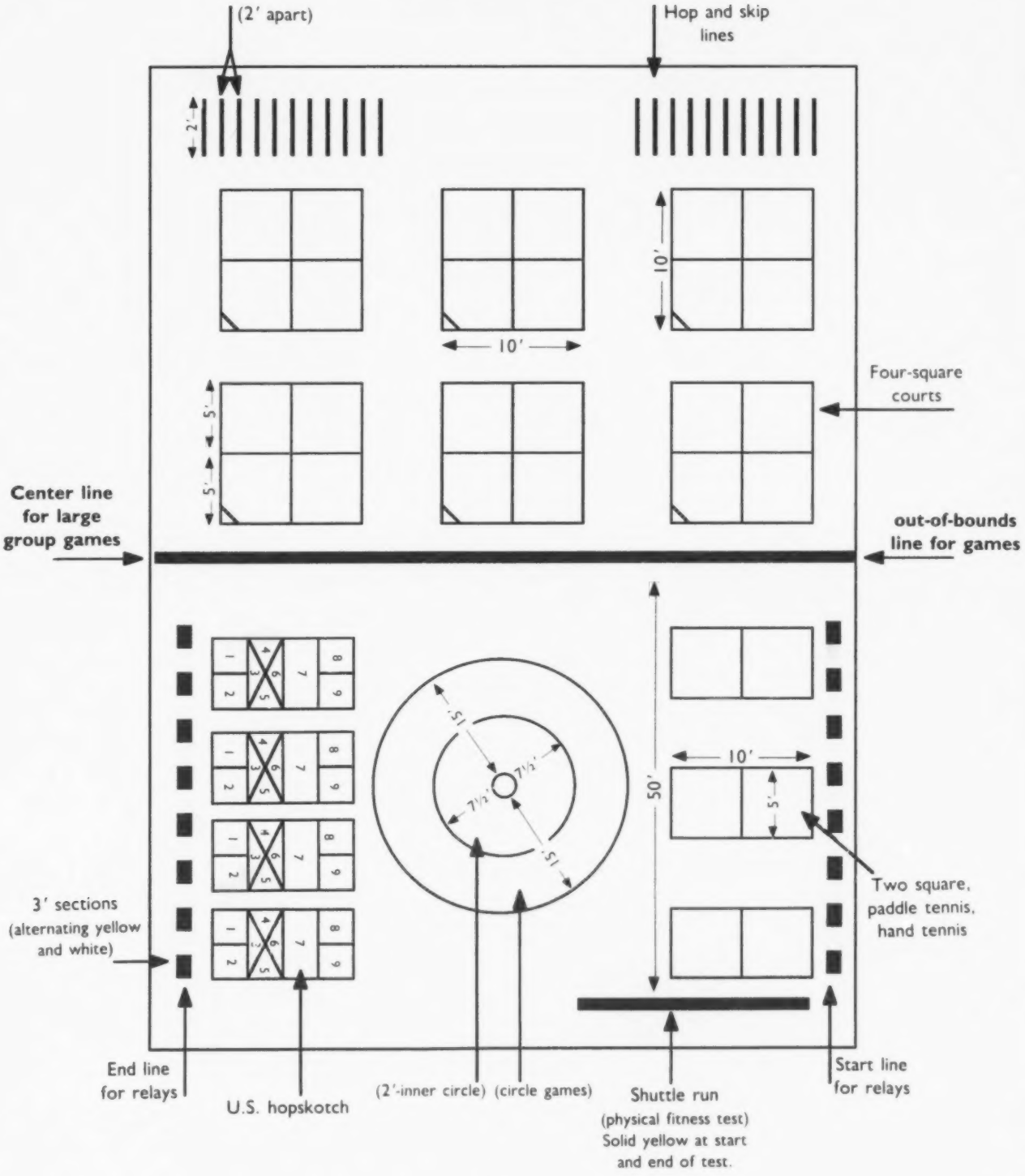
SAFETY PRACTICES FOR STUDENTS

APPENDIX 2

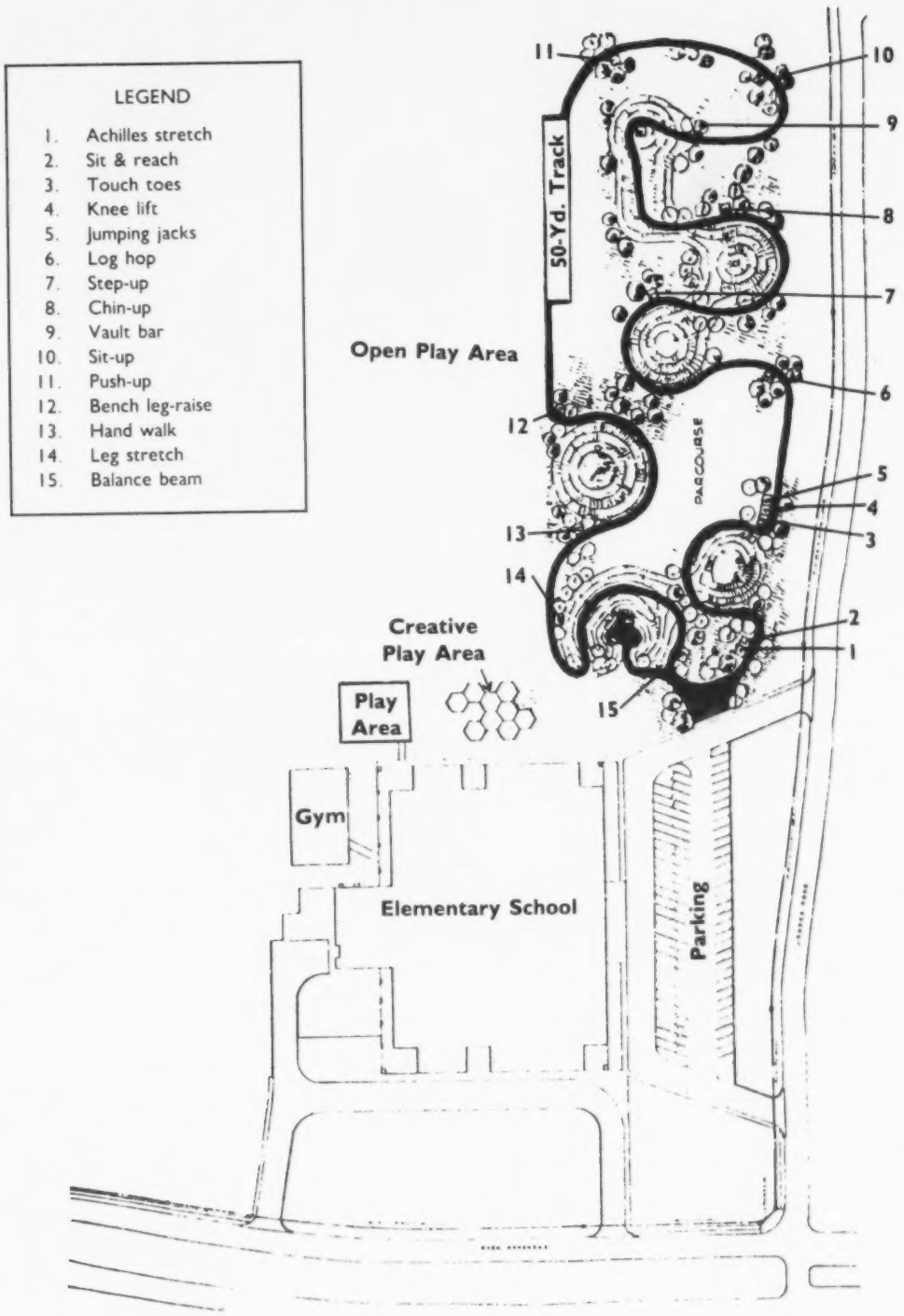
To help maintain safe practices in physical education classes, students should:

- follow the safety rules established for the playground, gymnasium, halls, and classroom
- refrain from unnecessary roughness in activities
- remove all sharp objects such as pencils and pens before participating in physical education
- wear appropriate shoes and clothing for each activity
- refrain from interfering with another student who is performing a skill or game activity
- be courteous at all times
- take turns
- maintain sufficient space between one another in physical education activities
- refrain from entering the neutral zone around moving equipment or a student batting, etc.
- allow the student designated by the teacher to recover balls that roll into hazardous places
- do not leave the playground or gymnasium without the permission of the teacher
- do not throw rocks, sticks, grass, sand, etc. on the school grounds
- do not let the mouth touch the drinking fountain, and avoid pushing other students who may be drinking from the fountain
- only use apparatus as instructed and under the supervision of the teacher
- learn the safety rules of the class, and encourage other students to follow them

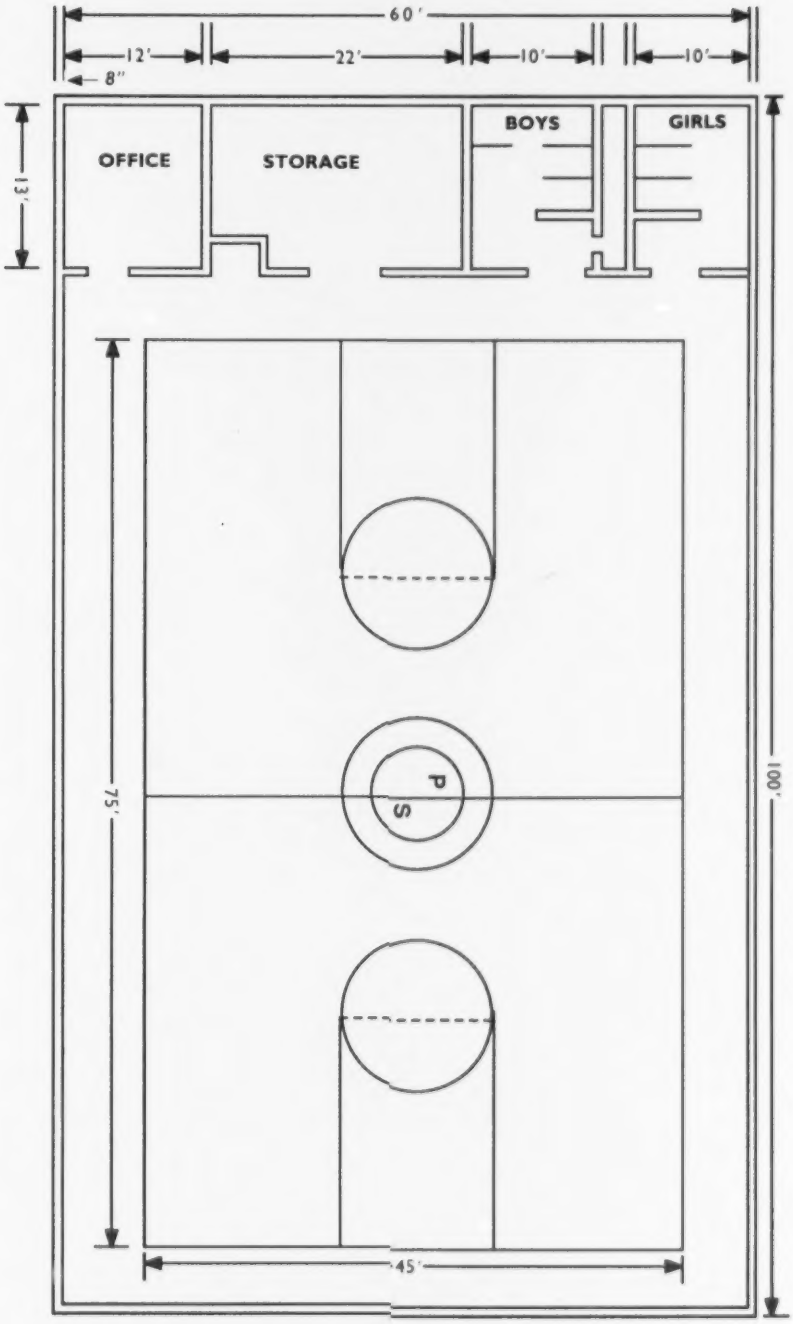
Suggested Play Area (hard surface)



Fitness Challenge Course
(sample)



Indoor Facility
(sample)



Class size: 25 students

Facilities	Grades 1-3		Grades 4-6	
	minimum	enriched	minimum	enriched
backstops (kickball, softball, T-ball, etc.)	1	1	1	1
basketball goals	2	6	2	6
benches	2	4	2	4
climbing frames	1	1	1	1
electronic scoreboard	0	1	0	1
fitness trail	0	1	0	1
gymnasium	1	1	1	1
hardtop area	0	1	0	1
horizontal bar	1	4	1	4
paddle tennis courts	0	1	0	1
playing fields (soccer, football, field hockey, etc.)	1	1	1	1
racquetball courts	0	0	0	1
soccer goals	2	2	2	2
softball fields	1	1	1	1
standards and nets (volleyball, paddleball, etc.)	1	2	1	2
tennis courts	0	0	1	1
track	1	1	1	2
volleyball courts	1	2	1	2

Recommended Facilities, Equipment, and Supplies *(continued)*

Class size: 25 students

Equipment	Grades 1-3		Grades 4-6	
	minimum	enriched	minimum	enriched
badminton standards and nets	0	0	0	4
balance beams (appropriate heights, widths, and material)	4	6	4	6
balance boards	4	6	4	6
ball inflater	1	2	1	2
ball racks	1	2	1	2
baseball bats (appropriate size/weight)	4	6	4	6
bases (sets of four)	1	1	1	1
basketballs (appropriate size)	0	0	13	25
batting tees	1	4	1	4
boundary cones	12	16	12	16
bowling balls and pins (sets)	1	2	2	4
calipers (skinfold)	2	4	2	4
cargo net	0	1	0	1
carpet squares	25	30	25	30
catcher's masks	1	2	1	2
challenge course apparatus	1	1	1	1
climbing ropes	1	2	1	2
clipboards	2	4	2	4
crash mats	1	2	1	2
deck rings (tennis)	6	12	6	12
drum (rhythm)	1	2	1	2

Class size: 25 students

Equipment *(continued)*	Grades 1-3		Grades 4-6	
	minimum	enriched	minimum	enriched
earthball (6 ft.)	1	1	1	1
equipment carrier	0	1	0	1
flag football flags and belts (set of 11)	2	2	2	2
flip score boards	1	2	1	2
floor hockey sticks/pucks (set of 1 1/2)	2	2	2	2
footballs (appropriate size/composition)	4	8	4	8
Frisbees	12	24	12	24
high jump standards	1	2	1	2
horizontal ladders	1	2	1	2
hula hoops	13	26	13	26
hurdles	0	0	10	20
jumping pits (high jump, broad jump)	1	4	1	4
kickboards	0	25	0	25
kicking tees	2	4	2	4
ladders	1	2	1	2
life preservers	0	8	0	8
line markers	1	2	1	2
lummi sticks	25	50	25	50
mat carrier	1	1	1	1
megaphone (battery operated)	1	1	1	1
mini tramp	0	1	0	1
nerf balls	12	25	13	25

Class size: 25 students

Equipment *(continued)*	Grades 1-3		Grades 4-6	
	minimum	enriched	minimum	enriched
paddle tennis tables	0	0	2	4
paddles (paddle tennis)	0	0	6	12
parachutes	1	1	1	1
parallel bars (set of three, appropriate heights)	1	2	1	2
pommel or side horse	0	1	0	1
racquets (badminton)	0	0	0	13
racquets (paddle tennis)	0	0	0	13
racquets (tennis)	1	0	0	13
relay batons	6	8	6	8
resource materials for students (books, magazines, films, etc.)	X	X	X	X
resource materials for teachers (books, magazines, films, etc.)	X	X	X	X
ribbon sticks	13	25	13	25
scooter boards	13	25	13	25
shuffleboard sets	1	2	1	2
sit and reach apparatus	1	2	1	2
soccer balls	13	25	13	25
softball gloves	0	0	6	25
softballs (appropriate size and composition)	13	25	13	25
spring and vaulting board	1	2	1	2
stopwatches	1	2	1	6
swimming pool	0	1	1	1

An *X* indicates items that schools should provide in appropriate numbers.

Recommended Facilities, Equipment, and Supplies *(continued)*

Class size: 25 students

Equipment *(continued)*	Grades 1-3		Grades 4-6	
	minimum	enriched	minimum	enriched
tambourine	1	2	1	2
tape measures	X	X	X	X
targets (archery)	0	0	0	0
targets (bean bags)	4	8	4	8
tennis balls	25	50	25	50
tetherball	2	4	3	6
tires (relay races, challenge courses)	13	25	13	25
tossbacks	4	6	4	6
tug-o-war ropes	1	2	1	2
tumbling mats (4' x 6')	6	12	6	12
tumbling table	1	2	1	2
uneven bars	0	1	0	1
utility balls (5" to 16", inflatable foam)	13	25	13	25
vaulting boxes (gymnastics)	1	2	1	2
volleyballs	13	25	13	25
wands (gymnastics)	13	25	13	25
weight training (stations)	0	6	0	6
whistles/lanyards	1	3	1	3
wiffle balls	13	25	13	25
wrestling mats	0	1	0	1
yarn balls	13	25	13	25

An X indicates items that schools should provide in appropriate numbers.

Recommended Facilities, Equipment, and Supplies *(continued)*

Class size: 25 students

Supplies	Grades 1-3		Grades 4-6	
	minimum	enriched	minimum	enriched
balloons	0	X	0	X
beach balls	6	12	6	12
bean bags	13	25	13	25
certificates	0	X	0	X
finish yarn	X	X	X	X
grid white	X	X	X	X
jump ropes	13	25	13	25
motivators: stickers, rewards, school supplies	0	X	0	X
records/tapes	10	30	10	30
ribbons and awards	0	X	0	X
scarves	36	75	36	75
starting blocks	1	8	2	8
starting guns	0	0	1	1
tape (masking)	X	X	X	X
tape (vinyl)	X	X	X	X
striking poles/blocks	6	12	6	12
trophies/plaques	0	X	0	X

An *X* indicates items schools should provide in appropriate numbers.

Information in the chart was derived from a survey of 176 Texas educators and administrators. The facilities, equipment, and supplies listed are representative of what would be required to adequately present the essential elements in minimum and in enriched programs. The numbers recommended are for one class of 25 students in Grades 1-6. If more than one classroom group is scheduled per period, increases in these numbers may be required. School districts that enrich their programs by including uncommon sports will need to purchase or build equipment in addition to that listed in the chart.

Suggested Titles for Skill Demonstrations

Salute to America
Physical Education Around the World
Sports-a-Rama
Goofy Games
Country Western Night
Superstars of Physical Education
It's a Small World
Physical Fitness for the Good of the Country
Physical Education on Parade
Everything is Beautiful

Sample Program Activities

The following suggested program activities may be performed to recorded music.

Activity	Music
County warm-up	*Jalisco*
Square dancing	*Texas Star*
Floor hockey	*Dueling Banjos*
Aerobic activities	*Country Boy*
Scooter boards	*Orange Blossom Special*
Gymnastics	*My Melody of Love*
Rope skipping	*Cotton Eyed Joe*
Lummi sticks	*Shoemaker Song*
Carpet squares	*Clap, Snap, Stamp*
Ribbon sticks	*The World Is A Circle*
Tug-o-rope	*Volga Tug*
Tinikling	*La Raspa*
Play buoys	*The Sting*
Parachutes	*Parachutes*

Fitness and Motor Ability Tests And Instructional Components

APPENDIX 7

The following tests and instructional components are available:

Fit Youth Today Program

American Health and Fitness Foundation
6225 U.S. Highway 290 East, Suite 114
Austin, TX 78723

Criterion-referenced tests for Grades 4-12.

The components and test items are:

- cardiorespiratory endurance: 20-minute steady-state jog
- muscular strength and endurance: bent-knee curl-up
- flexibility: sit and reach
- body composition: skinfold measured by the sum of tricep and medial calf

Fitness Gram

Institute for Aerobics Research
1220 Preston Road
Dallas, TX 75230

Criterion-referenced tests for ages 5-18.

The components and test items are:

- cardiorespiratory endurance: one-mile run
- body composition: sum of triceps and subscapular skinfold
- muscular strength and endurance: modified sit-ups
- upper body strength and endurance: pull-ups
- flexibility: sit and reach
- running speed and agility: shuttle run

Motor Fitness Manual for the Moderately Mentally Retarded

AAHPERD
1900 Association Drive
Reston, VA 22091

Norm-referenced tests for ages 6-20.

The components and test items are:

- arm and shoulder girdle strength: flexed arm hang and softball throw for distance
- efficiency of abdominal muscles and hip flex: sit-ups
- explosive muscle power: standing long jump
- speed: 50-yard dash
- endurance: 300-yard run/walk
- flexibility: sit and reach
- locomotor skills: hopping—hopping on one foot as many times in succession as possible; skipping—step-hop movements alternating feet following each hop
- orientation of one's body: softball target throw

Physical Best

AAHPERD
1900 Association Drive
Reston, VA 22091

Criterion-referenced tests for Grades 1-12.

The components and test items are:

- aerobic endurance: one-mile walk/run
- body composition: sum of triceps and calf skinfolds
- flexibility: sit and reach
- muscular strength endurance: modified sit-ups
- upper body strength and endurance: pull-ups

Physical Fitness Program

The Crysler Fund
Amateur Athletic Union
Populars Building
Bloomington, IN 47405

Criterion-referenced tests for ages 6-17.

The components and test items are:

- circulorespiratory endurance: endurance run
- trunk strength and endurance: bent-knee sit-ups
- flexibility: sit and reach
- upper body strength and endurance: pull-ups, flexed arm hang
- leg strength: standing long jump
- static endurance: isometric push-up
- upper body strength and endurance: modified push-ups
- static leg endurance: isometric leg squat

Texas Physical and Motor Fitness Development Program

American Heart Association in Texas
and Governor's Commission on Physical Fitness
P.O. Box 15186
Austin, TX 78761

Norm-referenced test for Grade 3.

The components and test items are:

- physical fitness
  - cardiovascular endurance: nine-minute walk/run for distance and one-mile walk/run for time
  - muscular endurance and strength of the abdominal region: bent-knee sit-up
  - strength of the arm and shoulder girdle muscles: static push-up
  - flexibility of the back and hips: sit and reach for distance
- motor fitness
  - running speed and agility: shuttle run for time
  - leg power: standing long jump for distance

- motor development
  - dynamic balance: walk in a line forward and backward while staying on the line and touching heel to toe
  - static balance: stand heel to toe and on each foot with eyes open, then with eyes closed for a time
  - kicking: kick a rolling ball and demonstrate a mature kicking pattern
  - throwing: throw a ball and demonstrate a mature throwing pattern
  - catching: catch a ball and demonstrate a mature catching pattern
  - body awareness: identify knowledge of body parts
  - posture: alignment of the body parts while standing in front of a grid

Skill Tests—Grades 1-2

The following are sample skill tests to be given to students in Grades 1-2. Test results may be included in the student's personal file folder.

Fleece ball toss—Ball should be tossed one-foot high and caught with the same hand that threw it. Record number of times ball is caught in 15 seconds.

Both hands	_____	Left hand	_____
Right hand	_____	R-L (side to side)	_____

Eight-inch rubber ball—Record number of times ball is bounced or dribbled in 15 seconds. If a student has difficulty, note if the ball bounces too hard or too soft. (Check (✓) if mastered.)

Two-hand bounce and catch, standing still	_____
Two-hand bounce and catch, moving forward	_____
Two-hand bounce and catch, moving backward	_____
Right-hand dribble, standing still	_____
Left-hand dribbled, standing still	_____
Distance dribbled forward in 15 seconds	_____
Times dribbled forward in 15 seconds	_____
Distance dribbled backward in 15 seconds	_____
Times dribbled backward in 15 seconds	_____

Eight-inch rubber ball throw—Target: two-feet square, four feet away.

Record number of times in target in 15 seconds.

Underhand toss	_____	Hit wall, bounce once, catch	_____
Chest pass	_____	Direct to wall catch	_____

Toss-catch partner—Stand four feet away from teacher/partner. Record number of successful tosses and catches:

Chest pass	_____	Underhand pass	_____
Bounce pass	_____	Underhand pass caught	_____
Chest pass caught	_____		
Bounce pass caught	_____		

Roll ball at target (bowling pin), three trials, six feet away. _____

Kick ball to wall four feet away. Record times ball hits the wall in 15 seconds. _____

Kick moving ball, three trials, 10 feet away. _____

Soccer dribble—Record time taken to perform the following tasks:

Alternating feet, dribble to marker 20 feet away, around marker, and back to starting line. _____

Dribble around two field marker obstacles and return. _____

Dribble to and knock over bowling pin 20 feet away. _____

	Satisfactory	Reteach
Skip	_____	_____
Gallop	_____	_____
Hop	_____	_____

Games and Activity Checklist

Game and Sport Activities	Reteach	Mastered
Jump an individual rope three times.	_____	_____
Kick a large playground ball with sufficient force for it to travel 20'.	_____	_____
Maintain and/or learn first grade skills.	_____	_____
Learn simple score keeping.	_____	_____
Underhand and overhand throw a 10' utility ball with one or two hands for a distance of 15'.	_____	_____
Arm or hand catch a thrown utility ball.	_____	_____
Place kick a utility ball.	_____	_____
Dodge another student.	_____	_____
Bat a utility ball with one hand.	_____	_____
Field a utility ball.	_____	_____
Jump a long rope seven times.	_____	_____
Jump a short rope five times.	_____	_____
Play five large- and small-group games and three team games.	_____	_____
Execute basic game skills.	_____	_____

Manipulative Skills Task Sheet

Name _____ Age _____ Date _____

THEME: *Temporal Awareness*

LESSON: Eye-Hand Coordination

	Reteach	Mastered
1. Use a scoop* to pick up a ball that is lying on the floor.	_____	_____
2. Catch a thrown ball with a scoop.	_____	_____
3. While using a scoop, throw ball to self and catch with scoop.	_____	_____
4. Throw a ball against the wall and catch it in a scoop.	_____	_____
5. While using a scoop, throw a ball against the wall and catch the rebound with the scoop.	_____	_____
6. While using a scoop, throw ball into the air, spin around, and catch ball with scoop.	_____	_____

*A scoop can be made of a medium-sized plastic container with handle. Cut a portion away to make the scoop.

Perceptual Motor Skills
Task Sheet

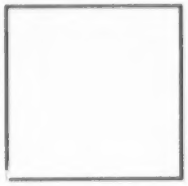
Name _____ Age _____ Date _____

THEME: *Directional Awareness*

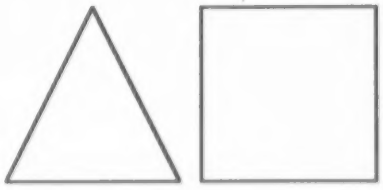
LESSON: Laterally Left and Right

Grade 1

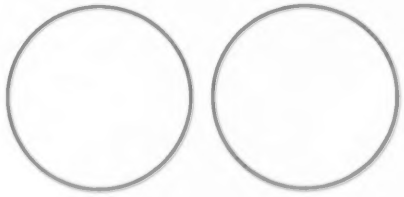
1. Draw a circle to the right of this box.



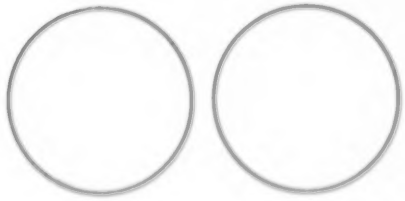
2. Color the shape on the right blue.



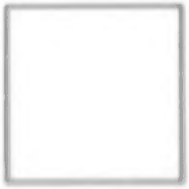
3. Put a smiley face on the left circle.



4. Color the left circle blue and the right circle green.



5. Put a circle to the left of the box and an X to the right of the box.



Number correct _____

Tumbling Task Sheet

Name _____ Age _____ Date _____

THEME: *Tumbling, Grade 3*

LESSON: Forward and Backward Rolls

Forward Roll	**Reteach**	**Mastered**
1. Forward roll to standing position	_____	_____
2. Two forward rolls in succession	_____	_____
3. Forward roll preceded by short run	_____	_____
4. Forward roll to vertical jump	_____	_____
5. Forward roll through a hoop	_____	_____

Backward Roll		
1. Backward roll to squat	_____	_____
2. Backward roll to stand	_____	_____
3. Two backward rolls in succession	_____	_____
4. Jump in air at completion of roll	_____	_____
5. Backward roll through a hoop	_____	_____

Posture Assessment Sheet

Name _____ Age _____ Date _____

Standing Posture	**Reteach**	**Mastered**
Front and back view:	_____	_____
• weight evenly distributed on both feet	_____	_____
• head held erect	_____	_____
• shoulders even	_____	_____
• hips even	_____	_____
• feet pointed straight ahead	_____	_____
• ankles in alignment	_____	_____
Side view:		
• head, shoulders, hips, knees, ankles in alignment	_____	_____
• chest elevated	_____	_____
• abdomen flat	_____	_____
• lumbar curve correct	_____	_____
• weight evenly balanced (forward/backward)	_____	_____

COMMENTS:

Essential Elements Checklist*

19____ - 19____

Marking Code
☐ mastered (70%)
☐ not mastered
☐ not introduced or not tested

Name _____ ID# _____ Teacher _____

PHYSICAL EDUCATION—THIRD GRADE

	1	2	3	4	5	6
A. Physical fitness development to improve the quality of life:	☐	☐	☐	☐	☐	☐
Participate in developmental activities related to:						
_____ muscular strength	—	—	—	—	—	—
_____ endurance	—	—	—	—	—	—
_____ flexibility	—	—	—	—	—	—
_____ cardio-respiratory	—	—	—	—	—	—
_____ power	—	—	—	—	—	—
_____ agility	—	—	—	—	—	—
_____ speed	—	—	—	—	—	—
_____ coordination	—	—	—	—	—	—
_____ reaction	—	—	—	—	—	—
_____ balance	—	—	—	—	—	—
B. Motor skills that develop positive body image and confidence:	☐	☐	☐	☐	☐	☐
1. Continue development of a combination of fundamental movement skills using balls and other equipment	—	—	—	—	—	—
2. Continue development of perceptual awareness skills:	—	—	—	—	—	—
_____ coordination (eye-hand, eye-foot, rhythm)	—	—	—	—	—	—
_____ balance	—	—	—	—	—	—
C. Rhythmic activities that develop coordination, self-expression, creativity, and endurance:	☐	☐	☐	☐	☐	☐
Participate in rhythmic activities						
_____ rhythmic activities for endurance	—	—	—	—	—	—
_____ folk dance	—	—	—	—	—	—
D. Skills related to games and sports	☐	☐	☐	☐	☐	☐
Participate in:						
_____ lead-up games	—	—	—	—	—	—
_____ modified games	—	—	—	—	—	—
_____ individual games	—	—	—	—	—	—
_____ team games	—	—	—	—	—	—
_____ recreational games	—	—	—	—	—	—
_____ develop good sportsmanship	—	—	—	—	—	—
_____ practice good sportsmanship	—	—	—	—	—	—
_____ contests and relays	—	—	—	—	—	—
E. Sequential gymnastic and tumbling skills:	☐	☐	☐	☐	☐	☐
Participate in:						
_____ gymnastics and tumbling	—	—	—	—	—	—
_____ parallel bars	—	—	—	—	—	—

90

95

99

*Developed by the San Antonio ISD.

Starting the Year Off with New Students
At the beginning of the school year, make name tags in the shape of the sport being taught (example: volleyball). Cut name tags out of tag board and color code. Attach yarn to make necklaces. Have students wear tags in physical education for the first few weeks. Name tags can also be used to record skills, test scores, sportsmanship grades, dates for being equipment helpers. Stars and stickers could also be applied. Collect at the end of each class, and store on hangers. Tags make it easy to learn students' names.

Helping the Substitute Teacher
Type a fact sheet of general information about your school and your physical education program. Include such topics as standard procedures, schedule, exercises, excuses, discipline, duties, etc. Also, include game-type activities that are familiar to the students and that can be easily taught by a substitute (examples: tether ball, four-square, sit-down volleyball). Descriptions of these activities should contain general rules, equipment lists, and diagrams. Place in a folder for substitute teachers. This information may be included in the curriculum guide and a copy of the guide made available to the substitute teacher.

How to Get the Beat in Rhythms
When working on rhythmic activities such as lummi sticks and tinikling, have students beat out rhythm. Example: With tinikling, sit on floor with legs extended out, representing poles. Use hands to represent feet and beat rhythm. Using this demonstration first without the music to a count of 1-2-3 and then with the music helps children to feel the rhythm. When teaching lummi sticks, use a tom-tom drum to accentuate the beat.

How to Make a Soccer Goal
To make a soccer goal, tie a parachute between two poles. Have students dribble around cones and shoot into the parachute.

To Encourage Cooperation in Square Dancing
To help boys and girls feel comfortable about holding hands while square dancing, start from the beginning of the year pairing up boys with girls in all activities. Examples: sit-ups, throwing and catching balls, skills testing, group work. Increased cooperation may not be seen right away; however, if the practice of pairing boys and girls is started in the lowest grade taught, cooperation will be realized in years to come.

Teacher Aides and Peer Teachers
Assign assistants to work with slower, less-skilled students. Prescribe the instruction and monitor the results frequently.

How to Get Tether Balls Hooked Up Quickly
Use snap clip on end of tether ball rope for easy hook-ups.

Fleece Balls
(for indoor activity)

Equipment: Fleece balls (soft, white balls)

Location: Inside

Directions: Call students by group, telling them to get one ball each. Ask them to go and find a place to work; tell them to stand holding the balls. Remind them not to start an activity until you have told them to begin. Give directions, then say, "Ready, you may begin."

Directions:

- Throw your ball straight up and catch it.
- Throw your ball higher and still catch it.
- Throw the ball up and clap one time and then catch it. (Two times. Three times.)
- Walk slowly around the room and throw the ball up and catch it.

At the end of class, have students—one group at a time—return balls to the box and go to their places.

How to Make a Yarn Ball

Materials:

Heavy rug yarn
Cardboard (4" x 8", 5" x 8", 6" x 8", etc.)
Stout twine
Scissors

Directions:

- Cut cardboard according to the size ball desired; a 5" ball would require a 5" x 8" piece of cardboard.
- Start by winding the yarn around the 5" (or 4", 6", etc.) width of the cardboard.
- Wind the yarn around the cardboard eight times; then remove the yarn from the cardboard, tie in the middle with twine, and cut the loops, thus making 16 loose ends on each end of the single yarn section.
- Repeat the above seven more times. You will now have eight separate yarn sections, each tied in the middle, with all the loops cut.
- Tie every two sections together in the middle until you have only four sections. Now, tie the four sections into two sections and finally tie the remaining two sections together to make one yarn ball. Be sure to fluff the yarn. (You might want to make a ball using two colors of yarn or even three.)

Gym Dollies or Scooters

Objectives:

- The student will be able to move the gym dolly 25 feet while sitting with hands and seat on dolly and using feet to make it move backward.
- The student will be able to propel the dolly by having both knees on the dolly and using both hands to make it move 25 feet forward.
- The student will be able to propel the dolly 25 feet while lying on the dolly and using the hands to move the dolly forward.
- The student will be able to stay seated on the dolly while another student pushes him or her a distance of 25 feet (seat, feet, and hands on the dolly while other student pushes with hands on shoulders).
- The students will be able to discover the fastest way to propel the dolly to move around an Indian club or to capture it before another team's player does.

Teaching Suggestions

Caution students to keep hands and clothing free of scooter wheels.

Games:
As a lead-up to scooter games, have students sit down backward on carpet squares and race around the base. They will soon understand friction.

Other games include:

- relays around field marker using various ways of propelling scooter
- a race around a center mark by two teams that approach from opposite sides and race back to home base again
- a race to an Indian club to capture it and return to home base
- a race under a bridge (with legs spread apart, a student gives scooter person a push as he or she passes under)
- shooting at low basketball goal while on scooter
- while on scooter, playing a variety of games with cage ball and using various parts of body to propel the ball (sometimes only head or feet)

Special Events for National Physical Education and Sports Week

- Sponsor a poster contest. (Students have a lot of good ideas.)
- Ask students to create original jump rope jingles.
- Assign students to make up poems about physical education.
- Invite parents to your classes.
- Stage special intramural activities during the week.
- Make special bulletin boards.
- Have students make announcements over the public address system about physical education and sports activities.
- Identify a special activity for each day of the week (contests, fun days, etc.).

1. Essential Element: PHYSICAL FITNESS TO IMPROVE THE QUALITY OF LIFE*

Activities	Grades 1	2	3	4	5	6
Fitness testing and appraisal**	X	X	X	X	X	X
Conditioning exercises for skill-related fitness**	X	X	X	X	X	X
Apparatus and jump ropes	X	X	X	X	X	X
Aerobic fitness	X	X	X	X	X	X
Basic health concepts	X	X	X	X	X	X
Warm-up exercises	X	X	X	X	X	X
Cool-down activities	X	X	X	X	X	X

*The essential elements require that students participate in developmental activities for power, agility, speed coordination, reaction, and balance in Grade 3; however, teachers may begin developing and testing these components at an earlier age.

**The essential element for physical fitness development requires that students benefit from physical fitness testing and appraisal each year beginning in Grade 4. Teachers may begin fitness testing in Grade 1 to assess the students' fitness levels and progress and to measure program effectiveness.

2. Essential Element: Motor Skills that Develop Positive Body Image and Confidence

Activities	Grades 1	2	3	4	5	6
Locomotor	X	X	X	X	X	X
Nonlocomotor	X	X				
Manipulative	X	X				
Posture and body mechanics	X	X				
Combination of fundamental skills (including the use of balls and other equipment)			X	X	X	X
Body awareness	X	X				
Spatial and directional awareness	X	X				
Coordination	X	X	X	X	X	X
Balance	X	X	X	X	X	X

EQUIPMENT AND SUPPLIES

- playground balls (6", 8½", 10")
- bean bags
- groovee loops
- hula hoops
- tinikling poles
- lummi sticks
- beach balls
- pinkie balls
- foam balls
- fleece balls, yarn balls
- carpet squares
- deck rings
- balance beams and boards
- record player
- tape recorder
- records and tapes
- ball inflator
- jump ropes (15"-20")
- jump ropes (7'-8'-9')
- drum
- tambourine
- wands
- texture objects
- ribbon sticks
- stretch jump ropes
- ladders
- benches
- bowling pins or cartons

3. **Essential Element: RHYTHMIC ACTIVITIES THAT HELP DEVELOP COORDINATION, SELF-EXPRESSION, CREATIVITY, AND ENDURANCE**

Activities	Grades 1	2	3	4	5	6
Fundamental rhythmic skills	X	X				
Creative rhythms	X	X	X	X	X	X
Rhythmic gymnastics	X	X	X	X	X	X
Singing games	X	X	X			
Folk dance	X	X	X			
Contemporary dance				X	X	X
Square dance				X	X	X
Aerobic dance	X	X	X	X	X	X

EQUIPMENT AND SUPPLIES

- bean bags
- playground balls (6", 8½", 10")
- beach balls
- poi poi balls
- hula hoops
- groovee loops
- balloons
- drum
- tambourine
- tiniklin poles/blocks
- lummi sticks
- wands
- ribbon sticks
- carpet squares
- yarn balls
- scarves
- record player with microphone
- tape player with microphone
- records and tapes
- scooter boards
- parachutes
- ball inflator
- jump rope (7', 8', 9')
- jump ropes (15', 20')

4. Essential Element: SKILLS RELATED TO GAMES AND SPORTS

Activities	Grades 1	2	3	4	5	6
Skills common to games and sports	X	X	X	X	X	X
Low-organization games	X	X	X			
Good sportsmanship and safety	X	X	X	X	X	X
Cooperative games	X	X	X			
Creative games	X	X	X			
Modified games				X	X	X
Lead-up games				X	X	X
Recreational games			X	X	X	X
Individual games			X	X	X	X
Team games				X	X	X

EQUIPMENT AND SUPPLIES

- catcher's mask
- softball gloves (left and right)
- bases
- basketballs (junior size)
- volleyball standards
- soccer goals
- tetherball standards
- basketball goals
- bowling balls and pins
- footballs (junior size—leather)
- floor hocket sticks/pucks
- ball inflator
- parachutes
- cage ball
- jump ropes (7', 8', 9', 15', 20')
- korfball goals
- hocker ball and portable goal posts
- batting tees
- wiffle balls
- Frisbees
- boundary cones
- pillo polo
- topple ball
- yarn balls
- fleece balls
- tennis balls
- carpet squares
- ball rack
- portable obstacle course
- repair kit
- targets
- shuffleboard set
- paddles
- tug-o-war ropes
- softballs
- bats
- soccer balls
- tetherballs
- volleyballs (leather & rubber)
- pinnies or vests
- nerf balls
- flag football sets (belts & flags)
- playground balls
- bean bags
- scooter boards
- tin-can stilts
- deck rings
- record player
- nets

5. Essential Element: **Sequential Gymnastic and Tumbling Skills**

Activities	Grades 1	2	3	4	5	6
Develop gross motor skills	X	X				
• orientation of one's body in space	X	X				
• balance	X	X				
• eye-body coordination	X	X	X	X	X	X
• upper body development	X	X	X	X	X	X
Participate in creeping, crawling, rolling, balancing, lifting one's body	X X	X X				
Participate in gymnastics and tumbling			X	X	X	X

EQUIPMENT AND SUPPLIES

- chalk
- large nets
- pull-up bars
- crash mats
- record player
- tape player
- records and tapes
- mat carrier
- portable climbing structures
- balance boards
- jumping boxes
- balance beam benches
- balance beams
- spring and vaulting board
- climbing ropes
- vaulting box
- horizontal bar
- tumbling mats
- parallel bars
- tumbling table
- uneven bars
- horizontal ladder
- climbing frames
- pommel or side horse
- uneven bars

6. Enrichment Activities: TRACK AND FIELD

Activities	Grades 1	2	3	4	5	6
Walking, jogging, and running (short, intermediate, and long distances)*	X	X	X	X	X	X
Jumping activities			X	X	X	X
Throwing activities			X	X	X	X
Relays			X	X	X	X

EQUIPMENT AND SUPPLIES

- stopwatches
- tape measure
- yardstick
- tape (masking)
- tape (vinyl)
- tires
- grid white
- relay batons
- clipboard
- boundary cones
- whistle, lanyard
- finish yarn
- softballs
- starter blocks
- football
- kicking tee
- hurdles
- chalk marker
- starting gun/22 blanks
- high jump standards
- jump ropes
- flags
- megaphone (battery operated)
- pencils
- ribbons and awards
- trophies/plaques
- Frisbees
- pennies
- certificates

*Students should be progressively trained in a conditioning program prior to involvement in long-distance running events.

7. Self-Initiative Development

Activities	Grades 1	2	3	4	5	6
Problem solving	X	X	X	X	X	X
Challenge activities			X	X	X	X
New Games			X	X	X	X

EQUIPMENT AND SUPPLIES

- cage ball (36")
- tossbacks
- ties
- pennies
- climbing ropes
- earthball (6')
- Frisbees
- balloons
- playground balls (10", 13", 16")
- parachute
- obstacle course
- carpet squares
- coffee cans
- foam balls
- stones
- hula hoops
- volleyballs
- lummi sticks

Cooperative and recreational activities encourage the participants to work together to accomplish the same goal; they promote good sportsmanship. These types of activities are based on the premise that by restructuring play, students will compete against their own limits rather than each other. The goal of cooperative activities is to provide individuals with opportunities to participate in movement that focuses on the joy of playing, cooperating, and trusting rather than on winning. One of the pioneers of the New Games approach summarizes the concept of these games: "Games are not so much a way to compare our abilities as a way to celebrate them."

Effective instructional strategies utilizing cooperative and recreational activities include playing after extensive skills development and using the activities for introduction at the beginning of the instructional period.

8. AQUATICS

Activities	Grades 1	2	3	4	5	6
Swimming instruction and water safety	X	X	X	X	X	X
Basic rescue and personal safety				X	X	X
Fundamental diving				X	X	X
Boating safety				X	X	X

EQUIPMENT AND SUPPLIES

- kickboards
- lane dividers
- life preservers

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Brigham Young University. Films. Media Marketing W-STAD, Provo, UT 85601.

Burbank Media by Caswell and Caswell. 16mm films: outdoor education, elementary physical education, games, movement, recreational, and dance activities. 3571 Newgate, Troy, MI 48084.

Ealing Corp. Super 8mm loop films. 2225 Massachusetts Ave., Cambridge, MA 02140.

Orienteering Services, USA. Training kits, filmstrip, slide presentation. P. O. Box 547, La Porte, IN 46350.

Pan-Dau Films. Films on elementary physical education. 108 W. Fairmont, Tempe, AZ 85282.

West Glen Films. Films on sports and health education. 565 Fifth Ave., New York, NY 10017.

Wolvering Sports/Champions on Film. Super 8mm film loops, video cassettes, and 16mm films. 745 State Circle Box 1941, Ann Arbor, MI 48104.

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Vick, Marie, and Cox, Rosann McLaughlin. *A Collection of Dance for Children.* Minneapolis: Burgess Publishing Co., 1970.

Records

Bridges Dance Wear
310 West Jefferson
Dallas, TX 75208

Educational Activities, Inc.
1937 Grand Avenue
Baldwin, NY 11510

Melody House Publishing Company
819 N.W. 92nd
Oklahoma City, OK 73114

Merrbock Record Service
P.O. Box 7308
State Agencies
323 W. 14th Street
Houston, TX 77008

Texas Parks and Wildlife Department
4200 Smith School Road
Austin, TX 78744

Texas Teaching Aids
9207 Kapri Lane
Houston, TX 77025

Volunteer Agencies and Special Organizations

American Alliance for Health,
Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22091

American Health and Fitness Foundation
Suite 114
6225 U.S. Highway 290 East
Texas Hospital Association Blvd.
Austin, TX 78723

American Heart Association
Texas Affiliate, Inc.
5926 Balcones Drive
Suite 100
Austin, TX 78761

American Lung Association of Texas
3520 Executive Suite Drive
Suite 104
Austin, TX 78752

American Red Cross
Texas Chapter
2218 Pershing
Austin, TX 78723

American Red Cross National Hdq.
17th and D. Street N.W.
Washington, D.C. 20006

Institute for Aerobics Research
1220 Preston Road
Dallas, TX 75230

Office of Civil Rights
Region 6
Department of Education
1200 Main Tower Blvd.
Room 2260
Dallas, TX 75202

President's Council on Physical Fitness and Sports
450 Fifth Street, N.W.
Suite 7103
Washington, DC 20001

Texas Association for Health,
Physical Education, Recreation and Dance
P.O. Box 7578
University Station
Austin, TX 78713

U.S. Consumer Product Safety Commission
Southwestern Regional Office
1100 Commerce Street
Room 1C10
Dallas, TX 75242

Brochures

FYT: Fit Youth Today, Education, Conditioning, and Testing Students for Health Fitness. American Health and Fitness Foundation. 6225 U.S. Highway 290 East, Suite 114, Austin, TX 78723.

Fitness Fundamentals: Guidelines for Personal Exercise Programs. President's Council on Physical Fitness and Sports. 450 Fifth St. NW, Washington, D.C. 20001.

FITNESSGRAM: A Part of the National Youth Fitness Program. The President's Council on Physical Fitness and Sports and American Alliance for Health Physical Education, Recreation and Dance. Youth Fitness, Institute for Aerobic Research, 12200 Preston Road, Dallas, TX 75230.

Making the Case for Daily Physical Education, American Alliance for Health Physical Education, Recreation and Dance. 1900 Association Drive, Reston, VA 22091.

Physical Education: A Performance Checklist. President's Council on Physical Fitness and Sports. 450 Fifth St. NW, Washington, D.C. 20001.

What Every Person Should Know: About The Texas Association for Health, Physical Education, Recreation and Dance. TAHPERD Public Affairs Committee, Box 7579, University Station, Austin, TX 78713.

Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

TEXAS EDUCATION AGENCY
Austin, Texas
CU0 621 02

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